\* Date of teaching: 19/11/24

\* Week : 12

\* Period : 34

**UNIT 5: OUR CUSTOMS AND TRADITIONS**

**Lesson 1: Getting started – Tet is coming!**

**I. Objectives**

**1. Knowledge:** By the end of this unit students can:

**a.** Skills:

- *Main skill*

Speaking: tell everyone about the topic *Customs and Traditions.*

*- Sub- skills*:

Reading: read for specific information about

Listening: listen for specific information about *Customs and Traditions.*

Writing: outline some vocabulary and grammar items related to the topic.

b. Language:

Vocabulary: name some vocabulary about *Customs and Traditions.*

Grammar: Use the present simple to talk about their *Customs and Traditions.*

**2. Competence**

Students can use words and expressions related to customs and traditions, read and listen about local festival and outline some vocabulary and grammar items related to the topic.

**3. Attitude**

Students can develop communication skills and creativity, be collaborative and supportive in pair work and teamwork and actively join in class activities

**II. Teaching aids (& materials)**

Student book English 8, ppt file, pictures of trees, flowers, decorative items…

**III. Procedure**

**Activity 1: Setting the scene (5 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at creating an active atmosphere in the class before the lesson and leading into the new unit |
| **Input** | ***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? |
| **Procedure** | Before Ss open their books,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. |
| **Outcome** | 1. Ss have an exciting atmosphere to start the lesson.  2. Expected 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: Teaching new words (10 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at providing students with vocabulary and helping students well-prepared for the listening and reading tasks. |
| **Input** | 1. admire (v) khâm phục  2. chase away (v) xua đuổi  3. pray (v) cầu nguyện  4. offering (n) đồ thờ cúng  5. ornamental tree (n) cây cảnh |
| **Procedure** | – follow steps of teaching new vocabulary  - use “WHAT AND WHERE” to check vocabulary |
| **Outcome** | 1. Ss have certain vocabulary for the listening and reading tasks.  2 five new words |

**Activity 3 : Eliciting the conversation, vocabulary, sounds, and grammar points (5 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at setting the context for the introductory conversation and introducing the topic of the unit, the vocabulary, the sounds, and the grammar points to be learnt. |
| **Input** |  |
| **Procedure** | Ask Ss to look at the pictures and answer the questions  1. What can you see in each picture?  2. Can you guess the places that the picture shows?  - Introduce the two characters: Elena and Trang.  - Play the recording twice for Ss to listen and read along. Have Ss underline the words that are related to the unit topic while they are listening and reading.  - Invite some pairs of Ss to read the conversation aloud. |
| **Outcome** | 1. Ss understand the topic of the unit, the vocabulary, the sounds, and the grammar points to be learnt.  2.Expected answer**:**  flower village, kumquat trees, ornamental trees, bamboo pole, decorative items, chase away bad luck |

**Activity 4 : Reading the dialogue(5 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims athelping Ss understand the conversation. |
| **Input** |  |
| **Procedure** | - 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. |
| **Outcome** | 1. Ss understand the conversation  2. Key: 1. F (Trang’s cousin is at Sa Dec Flower Village.)  2. T  3. T  4. F (plants and flowers are an important part of Tet)  5. T |

**Activity 5 : Introducing vocabulary ( 5 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims atintroducing some vocabulary items related to Customs and Traditions*.* |
| **Input** |  |
| **Procedure** | - 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. Confirm the correct answers.  - Teacher has some Ss practice saying the phrases again. |
| **Outcome** | 1. Ss master some vocabulary items related to Customs and Traditions.  2. Key**:**  1.d 2.a 3.e 4.b 5.c |

**Activity 6 : Guessing the leisure activities ( 5 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims atintroducing some verbs of common uses in the topic Customs and Traditions. |
| **Input** |  |
| **Procedure** | - 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. |
| **Outcome** | 1. Ss master some verbs of common uses in the topic Customs and Traditions.  2. Key**:**  1. place 2. admire 3. chase 4. pray |

**Activity 7 : Practising using the vocabulary ( 5 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims athelping Ss broaden their knowledge about New Year customs and traditions from other countries. |
| **Input** |  |
| **Procedure** | - 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.  - 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. |
| **Outcome** | 1. Ss know about New Year customs and traditions from other countries.  2. Expected answer: 1B 2A 3A 4B 5B |

**Wrap-up: ( 5 minutes)**

– Ask one or two Ss to tell the class what they have learnt. Draw Ss’ attention to the objectives on the board or show them the slide with the objectives. Tick the objectives that have been learnt.

– Ask Ss to say aloud some words they remember from the lesson.

– If there is a projector in the classroom, then T should show the dialogue and highlight the key words related to the topic.

-Prepare new lesson: A Closer Look 1.\

\* Date of teaching: 19/11/24

\* Week : 12

\* Period : 35

**TEACHING PLAN**

**UNIT 5 : OUR CUSTOMS AND TRADITIONS**

**Lesson 2: A CLOSER LOOK 1 + LANGUAGE FOCUS 1,2**

**Timing: 1 period (45 minutes)**

**I. Objectives**

**1.Knowledge:** By the end of this unit students can:

**a.** Skills:

- *Main skill*

Speaking: stress the words in /n/ and /ŋ/ correctly in sentences

*- Sub- skill*:

Listening: listen for the words in /n/ and /ŋ/ correctly in sentences

**b.** Language:

Vocabulary: name some vocabularies related to the topic

**2. Competence**

Students can pronounce the sounds in /n/ and /ŋ/ correctly in sentences

**3. Attitude**

Students can develop communication skills and creativity, be collaborative and supportive in pair work and teamwork and actively join in class activities

**II. Teaching aids (& materials)**

Student book English 8, p.p.t file, pictures of customs and traditions.

**III. Procedure**

**Activity 1: Setting the scene (5 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at creating an active atmosphere in the class before the lesson and leading into the new unit |
| **Input** | **Write a phrase from the box under each picture.**  wedding ceremony          whale worship              food offerings  family reunion                 martial arts                        festival goers  https://img.loigiaihay.com/picture/2023/0424/ex1-look1-u5-ta8-global.png |
|  | - Before Ss open their books, T asks Ss match the words with the picture. Ask Ss work in two groups and give answers. Let Ss open their books and start the lesson. |
| **Outcome** | 1. Ss have an exciting atmosphere to start the lesson  2. Expected answers:  1. family reunion: *cuộc đoàn tụ gia đình*  2. wedding ceremony: *lễ cưới*  3. food offerings: *mâm cúng*  4. whale worship: *tục thờ cá ông*  5. martial arts: *võ thuật*  6. festival goers: *người đi trẩy hội* |

**Activity 2 : Teaching new words (10 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at providing students with vocabulary and helping students well-prepared for the listening and reading tasks. |
| **Input** | Vocabulary:  1. acrobat (n): vận động viên nhào lộn  2. maintain (v): duy trì  3. longevity (n): sự sống lâu, tuổi thọ |
| **Procedure** | – follow steps of teaching new vocabulary  - use “WHAT AND WHERE”to check vocabulary |
| **Outcome** | 1. Ss have certain vocabulary for the listening and reading tasks.  2. three new words |

**Activity 3 : Comprehencing the words through context (5 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims athelping Ss understand the words related to the topic |
| **Input** | **2. Complete each sentence with the correct option A, B, or C.**  1. We have a tradition of holding a family \_\_\_\_\_ on the first day of Tet.  A. reunion                  B. work                      C. meal  2. It’s a tradition for shops to have a lion dance performance at their opening \_\_\_\_\_.  A. worship                 B. celebration             C. ceremony  3. The tradition of \_\_\_\_\_ whales is popular in Vietnamese coastal villages.  A. admiring                B. worshipping           C. praying  4. She broke with family tradition by not practicing \_\_\_\_\_.  A. acrobat                  B. martial arts            C. offering  5. Traditionally, the Vietnamese prepare \_\_\_\_\_ to worship their ancestors during Tet.  A. offerings                B. decoration             C. worshipping |
| **Procedure** | - Have Ss do this activity individually. Have Ss read all the sentences carefully to make sure they understand the sentences.  - Let them share their answers in pairs. Invite some Ss to give the answers.  - Write the correct answers on the board. |
| **Outcome** | 1. Ss can understand the words they use in the context  2. Key: 1. A 2. C 3. B 4. B 5. A |

**Activity 4 : Practising more on vocabulary ( 5 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at giving further practice with words related to the topic |
| **Input** | **3. Complete the sentences with the words from the box.**   |  | | --- | | custom          practise                keep            break                traditionally |   1. This year, we will \_\_\_\_\_ with tradition and go on holiday instead of staying at home during Tet.  2. \_\_\_\_\_ children in the US go from house to house to ask for sweets on Halloween.  3. Holding a party to wish our grandparents longevity is one of the customs we \_\_\_\_\_ at Tet.  4. Organising a folk song club is one way for us to \_\_\_\_\_ our traditions alive.  5. It's becoming a \_\_\_\_\_ for young people to celebrate New Years in addition to Tet. |
| **Procedure** | - Have Ss do this activity individually. Have Ss read all the sentences carefully to make sure they understand the sentences.  - Explain new words if necessary  - Let them share their answers in pairs. Invite some Ss to give the answers.  - Write the correct answers on the board. |
| **Outcome** | 1. Ss can understand the words they use in the context  2. - Key  1. break 2. Traditionally 3. Practise 4. Keep 5. custom |
|  |  |

**Activity 5 : Pronouncing the sounds ( 5 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at helping Ss identify how to stress the words /n/ and /ŋ/  correctly in sentences and practise pronouncing these sounds in words. |
| **Input** | **4. Pronounce the sounds /n/ and /ŋ/** |
| **Procedure** | Have some Ss read out the words first. Then play the recording for them to listen and repeat the words they hear. Ask them to pay close attention to the ending. Play the recording as many times as necessary**.**  Explain to Ss the way to stress the words /n/ and /ŋ/ if needed. Invite some Ss to say some words they know that include the two sounds. |
| **Outcome** | 1. Ss can identify how to to stress the words /n/ and /ŋ/  2**.** Expected answer: |

**Activity 6 : Marking the stress in the underlined words ( 10 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims athelping Ss pronounce the sounds /n/ and /ŋ/ correctly in sentences. |
| **Input** | **5. Listen and practise the sentences. Underline the words with the sound /n/ and circle the words with the sound /ŋ/.**  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. |
| **Procedure** | **-** Have Ss quickly read the sentences and tress in the underlined words.  - Invite some Ss to share their answers. Confirm the correct ones.  - Play the recording again for Ss to repeat the sentences.  - Have Ss practise the sentences in pairs. Invite some pairs to read the sentences aloud. Comment on their pronunciation of the sounds. |
| **Outcome** | 1. Ss pronounce the sounds /n/ and /ŋ/ correctly in sentences.  2. Expected answer:  1. Mary wore a pink dress last night. 2. I think we should buy this ornamental tree. 3. He thanked the host for the enjoyable party. 4. My mum made the spring rolls for the longevity party. 5. I will bring some food to the party on Saturday. |

**Wrap-up: ( 5 minutes)**

- Ask Ss to summarise what they have learnt in the lesson.

- Have Ss look at the objectives written on the board at the beginning of the lesson and tick the

objectives they can do.

- Ask ss to do Language focus 1 and 2 at home

**Vocabulary**

**1. Choose the correct option to complete each sentence below.**

1. It is becoming a \_\_\_\_\_ for many families in Viet Nam to celebrate Women’s Day and Family Day.

A. habit                                  B. custom

2. \_\_\_\_\_, we hold the Spring Festival on the 15th of January in lunar calendar.

A. Traditionally                      B. In the past

3. Janet is from a family of doctors, but she broke with \_\_\_\_\_ when she went to an art college.

A. tradition                             B. habit

4. Having dinner at my grandparents’ house on Saturdays is one of the customs our family \_\_\_\_\_.

A. does                                               B. practises

5. Story telling is a great way to \_\_\_\_\_ the local tradition alive.

A. maintain                             B. keep

**2. Fill in each blank with the suitable form of the word given.**

1. Kien was so tall that no one recognised him at the family \_\_\_\_\_\_\_\_\_ last summer. (union)

2. My mum puts in a lot of effort to prepare \_\_\_\_\_\_\_\_\_ to worship our ancestors. (offer)

3. The festival \_\_\_\_\_\_\_\_\_ gathered on the riverside to cheer the boat racers. (go)

4. Dragon-snake (Rong ran len may) is a \_\_\_\_\_\_\_\_\_ Vietnamese game for children. It is very enjoyable. (tradition)

5. We happened to see some locals \_\_\_\_\_\_\_\_\_ animals in their village temples. (worship)

\* Date of teaching: 22/11/2024

\* Week : 12

\* Period : 36

**TEACHING PLAN**

**UNIT 5: OUR CUSTOMS AND TRADITIONS**

**Lesson 3: A CLOSER LOOK 2 + LANGUAGE FOCUS 3,4**

**Timing: 1 period (45 minutes)**

**I. Objectives**

**1. Knowledge:** By the end of this unit students can be able to use a / an / the and the *zero articles* correctly.

**2. Competence**

Students can use a / an / the and the *zero articles* to talk about our customs and traditions.

**3. Attitude**

Students can develop communication skills and creativity, be collaborative and supportive in pair work and teamwork and actively join in class activities

**II. Teaching aids (& materials)**

Student book English 8, ppt file, pictures of our customs and traditions.

**III. Procedure**

**Activity 1: Setting the scene (10 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at creating an active atmosphere in the class before the lesson and leading into the new unit |
| **Input** | **CHATTING** |
| **Procedure** | **Option 1:**  - Teacher shows the pictures of the phrases learnt in **A CLOSER LOOK 1**.  - Teacher has Ss call out the phrases as soon as they see the pictures.  -Teacher writes two sentences on the board “We held a family reunion last week”, and “My mom prepares food offerings at Tet”. Underline the article “a” in sentence 1. T asks Ss if they find “a” in sentence 2.  - Teacher asks them what part of speech “a” is. T asks them if they remember other articles. T tells them that today they are going to revise “a, an, the” and learn about “zero article”. 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 and the zero articles.  - Teacher leads in to the lesson.  - Teacher introduces the objectives of the lesson. Write the objectives in the left corner of the board. |
| **Outcome** | 1. Ss have an exciting atmosphere to start the lesson  2. Expected answers:  - use the *zero articles* correctly. |

**Activity 2 : Remembering the uses of a / an / the and the zero articles. (5 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at helping Ss remember the uses of a / an / the and the zero articles they have learnt. |
| **Input** | **The article *a / an, the*: Review**  **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.  **1. Choose the correct option in each sentence below.**  1. It takes more than **a / an** hour to drive to Can Tho.  2. It’s **a / Ø** tradition for children to wake up early on Christmas Day.  3. The Ok Om Bok Festival takes place in **the / Ø** October.  4. We went to Can Tho by **an / Ø** air.  5. A: Where’s **a / the** book?      B: I thought you left it next to the TV. |
| **Procedure** | Ask Ss to do the exercise individually and then check their answers in pairs.  - Invite some Ss to share their answers. Confirm the correct answers. |
| **Outcome** | 1. Ss identify and remember the uses of a / an / the and the zero articles.  2. Expected answer:  1. an 2. A 3. Ø 4. Ø 5. the |

**Activity 3 : Remembering the uses of a / an / the and the zero articles.(7 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims athelping Ss practise the he uses of a / an / the and the zero articles they have learnt. |
| **Input** | **2. Which of the underlined parts in each question is incorrect? Find and correct it.**  1. The worshipping Kitchen Gods is a long-time tradition of the Vietnamese.         A                                          B                                   C  2. People organise the worshipping ceremony at noon so that a Kitchen Gods can leave for Heaven at 12 o'clock.                             A                                          B              C  3. Most families in the Viet Nam prepare offerings for the Kitchen Gods.       A                      B                                C  4. The offerings include a set of flowers and fruits, a paper clothes, and three carps.         A                          B                                     C  5. The Vietnamese people believe that the Kitchen Gods go to Heaven on carps.      A                                                    B                                                C |
| **Procedure** | - Remind Ss the uses of a / an / the and the zero articles..  - 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.  - Teacher checks the answers with the whole class. T has some Ss explain their answers.  - T confirms the correct answers. |
| **Outcome** | 1. Ss can use the correct prepositions of time  2. Key: 1. C 2. C 3. B 4. C 5. A |

**Activity 4 : Practising more with the use of a / an / the and the zero articles. ( 5 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at giving further practice with the use of a / an / the and the zero articles. |
| **Input** | **3. Complete the sentences with a, an, the, or Ø (zero article).**  1. It is a custom in my family to have \_\_\_ breakfast at home on Sundays.  2. When visiting a family home in some countries, you should bring \_\_\_ small gift with you.  3. Our village festival is held on the 10th of \_\_\_ January.  4. Ancient Egyptians worshipped \_\_\_ Sun.  5. Many people think that hard work is \_\_\_ important Vietnamese value. |
| **Procedure** | **-** Have Ss do this exercise in pairs and then compare the answers with another pair.  - Ask some Ss to write their answers on the board.  - Check the answers with the whole class. Ask Ss to explain why they use of a / an / the and the zero articles.  - Confirm the correct answers. |
| **Outcome** | 1. Ss master the ways how to use of a / an / the and the zero articles correctly  2. - Key  1. Ø 2. A 3. Ø 4. The 5. an |

**Activity 5 : Practising to produce sentences with the use of a / an / the and the zero articles.**  **( 8 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at helping Ss do further practice with the use of a / an / the and the zero articles. |
| **Input** | **4. Complete the text with the or Ø (zero article).**  A recent study in (1) \_\_\_ UK shows that family time traditions are good for (2) \_\_\_ teens. These traditions include family members playing card games, watching their favourite TV programmes, or performing (3) \_\_\_ karaoke shows at weekends with one another. These activities often lead to lots of laughter and (4) \_\_\_ fun conversations. By taking part in such activities, teens strengthen (5) \_\_\_ bonds with their family. |
| **Procedure** | - 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. |
| **Outcome** | 1. Ss master producing sentences with the use of a / an / the and the zero articles.  2**.** Expected answer: 1. The 2. Ø 3. Ø 4. Ø 5. the |

**Activity 6 : Practicing to use ( 5 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at helping Ss know how to use of a / an / the and the zero articles. |
| **Input** | **5. GAME Bingo! Work in groups.**  1. Read the sentences that the teacher gives you.  2. Identify the mistake with article(s) in each sentence.  3. Correct the mistakes.  4. Say Bingo! as soon as your group finishes.  5. The first group to come up with all the correct answers wins. |
| **Procedure** | - 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 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.  ***List of sentences:***  1. I usually meet my cousin at the weekends.  2. My uncle moved to United States three years ago.  3. Our teachers assigned us a homework for our history and science classes.  4. I turn off the light and go to the bed at 11 p.m.  5. Mark often wears red sweater to match his red hair |
| **Outcome** | 1. Ss master the ways how to use of a / an / the and the zero articles.  2. Expected answer:  1. I usually meet my cousin at **the** weekends. (the → Ø)  2. My uncle moved to **United States** three years ago. (United States → the United States)  3. Our teachers assigned us **a** homework for our history and science classes. (a → Ø)  4. I turn off the light and go to **the** bed at 11 p.m. (the → Ø)  5. Mark often wears **red sweate**r to match his red hair. (red sweater → a red sweater) |

**Wrap-up: ( 5 minutes)**

- Ask Ss to summarize what they have learnt in the lesson.

- Have Ss look at the objectives written on the board at the beginning of the lesson and tick the

objectives they can do.

- Ask ss to do Language focus 3 and 4 at home.

**3. Complete the sentences with a, an, the or Ø (zero article).**

1. These days, many teenagers write \_\_\_\_\_\_ emails instead of letters.

2. My dad bought \_\_\_\_\_\_ ornamental kumquat tree for Tet.

3. I don’t like that restaurant. \_\_\_\_\_\_ food there isn’t very good.

4. Don't wear \_\_\_\_\_\_ hat when you go into a temple or a pagoda.

5. It's becoming a custom for us to stay out very late on \_\_\_\_\_\_ New Year's Eve.

**4. Complete the text with a, an, the or Ø (zero article).**

Here are two easy ways to raise children’s awareness of (1) \_\_\_\_\_ customs and traditions. First, it is (2) \_\_\_\_\_  good idea for parents to teach children to cook. By doing this, children can learn and preserve their family recipes. Second, parents can take children to (3) \_\_\_\_\_ local festivals. This helps them discover (4) \_\_\_\_\_ culture of their community and develop (5) \_\_\_\_\_ understanding of local traditions.

  
 **DUYỆT CỦA TỔ TRƯỞNG NGƯỜI SOẠN**

Phạm Thị Tuyết Hoa Đỗ Thị Thu Hằng