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| **School: ………………………………………..** | **Date:……………………………………..** |
| **Class: …………………………….....................** | **Period: 14** |

**UNIT 1: MY WORLD**

**Skill 1f (page 23)**

**1. Objectives**

By the end of this lesson, students will be able to…

**1.1. Language knowledge/ skills**

- learn and use some vocabulary: *shake hands, curl your index finger, point, cross your fingers, thumbs up, tap nose.*

- practise comparing cultural etiquette.

- practise listening for specific information.

- write a blog comment about cultural etiquette.

- improve listening skills and pronunciation.

**1.2. Competences**

- improve Ss’ communication, collaboration, analytical, critical thinking skills.

**1.3. Attributes**

- become knowledgeable people.

- develop their patriotism, studiousness and accountability.

**2. Teaching aids and materials**

**- Teacher’s aids:** Student’s book and Teacher’s book, class CDs, IWB, projector/interactive whiteboard /TV (if any), PowerPoint slides.

**- Students’ aids:** Student’s book, Workbook, Notebook.

**3. Assessment Evidence**

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| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - Match the phrases to the pictures.  - Listen and repeat.  - Answer the question.  - Compare cultural etiquette and improve their listening skill.  - Listen and decide if the statements are *R* (right) or *W* (wrong).  - Write a blog comment. | **-** Ss’ answers.  - Ss’ pronunciation.  - Ss’ answers.  - Ss’ answers.  - Ss’ answers.  - Ss’ blog comments. | - Observation.  - Observation.  - Observation.  - Observation.  - Observation.  - Rubric/ poster. |

**4. Procedures**

**A. Warm up: 5 minutes**

a. Objectives: to help Ss brainstorm vocabulary related to the topic.

b. Content: matching pictures to phrases.

c. Expected outcomes: Ss discover vocabulary and have some ideas about the topic.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Match the phrases (1-6) to the pictures (a-f):**  1. tap nose 2. cross your fingers  3. point 4. curl your index finger  5. thumbs up 6. shake hands  **a.b. c.**  **d.  e.  f.**  - Ask Ss to close their books and complete the task in pairs.  - Check Ss’ answers (using the IWB). | - Close their books and match the phrases to the pictures.  - Work in pairs to complete the task  ***Answer keys***  *1. f 2. d 3. c 4. b 5. e 6. a* |

**B. Presentation: 10 minutes**

a. Objectives: to present some vocabulary for Cultural etiquette in the UK.

b. Content: Task 5.

c. Expected outcomes: Ss can remember and understand Cultural etiquette in the UK.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task 5: a. Listen and repeat.**  Cultural etiquette in the UK    - Direct Ss’ attention to the pictures.  - Play the recording with pauses for Ss to repeat chorally and/or individually (using the IWB).  - Check Ss’ pronunciation and intonation.  - Elicit what these phrases are in Ss’ first language.  **b) What do these gestures mean in the UK? Make sentences.**  *In the UK, people shake hands to greet someone.*  - Explain the task and give Ss time to complete it in pairs.  - Monitor the activity around the class. | - Look at the pictures and the phrases.  - Listen and repeat chorally and/or individually.  - Answer the question by making sentences.  - complete the task in pairs.  ***Suggested answers:***  *2 In the UK, people curl their index finger to ask somebody to come to them.*  *3 In the UK, they point to show something or somebody.*  *4 In the UK, they cross their fingers to wish for luck.*  *5 In the UK, they do a thumbs up to show that everything is good.*  *6 In the UK, they tap their nose to tell somebody to keep something secret.* |

**C. Practice: 15 minutes**

a. Objectives: to help Ss compare cultural etiquette and listen for details.

b. Content: task 6 and task 7.

c. Expected outcomes: Ss can compare cultural etiquette and improve their listening skills; do the task correctly.

d. Organization:

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| **Teacher’s activities** | **Students’ activities** |
| **Task 6**: **Which of the gestures in Exercise 5a mean the same in your country?**  - Give Ss time to answer the question and check Ss’ answers (using the IWB). | **-** Answer the question individually and then share with their partner.  ***Suggested Answer Key***  *In Vietnam, we hardly tap our nose. We never*  *curl our index finger or cross our fingers, both gestures are very rude. We also shake hands to greet someone. If you want to point at something, you should use your open hand.*  *We usually use thumbs up, to show everything*  *is OK.* |
| **Task 7: Listen to Sam and Jessica talking about Jessica’s holiday to Germany. Decide if the statements are** *R* **(right) or** *W* **(wrong).**  In Germany, ...  **1.** crossing your fingers means you are wishing for luck.  **2.** the thumbs up gesture means everything is OK.  **3.** people use their thumb to show the number 1  **4.** putting your hands in your pockets means you feel confused.  - Explain the task and ask Ss to read the lists of gestures and meanings.  - Demonstrate the gestures, or ask Ss to do so.  - Play the recording, twice if necessary (using the IWB).  - Check Ss’ answers. You can play the recording with pauses for Ss to check their answers. | - Read the lists of gestures and meanings.  - Listen and complete the task.  ***Answer keys:***  1. W  2. W  3. R  4. W |

**D. Production: 10 minutes**

a. Objectives: to help Ss to use the language and information to write a comment to post on a blog and compare their cultures with others’.

b. Content: task 8 and culture spot part.

c. Expected outcomes: Ss can write a comment to post on a blog and compare their cultures with others’.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task 8: Imagine you’re on holiday in Italy. Write a comment on Phil’s blog on page 116 (about 60-80 words). *Greet the blogger, introduce yourself*, *describe a gesture* and *say what it means in Italy and in your country*.**    - Give Ss time to write their comment using their answers from Exercise 6 and phrases from the ***Useful Language*** box. | - Take notes.  - Write a comment on Phil’s blog on page 116 (about 60-80 words).  ***Suggested Answer:***  *Hey Phil! This is Hoa from Vietnam. I’m a big fan of your blog! In my country, we never curl our index finger because it is very rude. However, in the UK and other countries, this*  *gesture means come here. So, if you ever come to Asia, don’t curl your index finger to anyone! Can’t wait for you next post!* |
| **Culture spot**  **In Vietnam, people shake hands or bow their heads slightly or just smile to greet each other.**  *How do people in the USA / UK greet each other? Are there any special gestures they use?*  - Read out the box and then give Ss time  to think about how people in the UK/USA  greet each other.  - Ask Ss to present any special gestures they  use to the class. | - Read the box and think about how people in the UK/USA greet each other  - Present the information to the class.  ***Suggested answer:***  *In Italy, when people meet each other, they usually shake hands or just smile. Close friends or family members can hug and kiss each other on the cheeks. In Vietnam, we shake hands or bow our heads slightly or just smile to greet each other. We often hug close friends and family.* |

**E. Consolidation and homework assignments: 5 minutes**

**-** Vocabulary: *shake hands, curl your index finger, point, cross your fingers, thumbs up, tap nose.*

- Do the exercises in workbook on page 15.

- Complete the grammar note in TA7 Right On! Notebook page 8.

- Prepare the next lesson: CLIL (page 24).

**5. Reflection**

a. What I liked most about this lesson today:

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b. What I learned from this lesson today:

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c. What I should improve for this lesson next time:

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