Week: Date of planning: ……

Period: Date of teaching: ……

**UNIT 5: OUR CUSTOMS AND TRADITIONS**

**Lesson 4: Communication**

**I. OBJECTIVES**

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

**1. Knowledge**

- Give advice

- Read about a local festival

- Compare two local festivals.

**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 ready to give advice

- Be interested more about local festivals.

**II. MATERIALS**

- Grade 8 textbook, Unit 5, Communication.

- Computer connected to the Internet

- Projector/ TV

**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:**

- To introduce table manners.

**c. Expected outcomes:**

**-** Ss have general ideas about table manners.

**d. Organisation**

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| **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. | Vietnam-Table-Manners  ***Suggested answers:***  - Wait for the table arrangement before sitting down  - Wait for the oldest people to start first  - Pass your bowl with two hands  - Do not stick the chopstick against the bowl  - Do not flip the fish on the plate  - 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 |

**2. ACTIVITY 1: PRESENTATION** (14 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 understand how to give advice.

**-** Students can make dialogue by giving advice.

**d. Organisation**

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| **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 dialogues in pairs. Call on some pairs to practise the dialogues in front of the class.  **-> Structure: to give advice**  - Perhaps you should + V0  - It’s a good idea to + V0  - Don’t + V0 |  |
| **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… |

**3. ACTIVITY 2: PRACTICE** (12 mins)

**a. Objectives:**

- To provide Ss with information about lion dance in Japan.

**b. Content:**

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

**c. Expected outcomes:**

- Ss can understand the text and fill in the blank with right information.

**d. Organisation**

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| **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.  - 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. | ***Answer key:***  1. *shishi-mai*  2. New Year celebrations  3. acrobatics  4. flutes  5. bad spirits |

**4. ACTIVITY 3: PRODUCTION** (9 mins)

**a. Objectives:**

- To help Ss compare the Vietnamese unicorn dance with the Japanese lion dance.

**b. Content:**

- 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:**

- Students can compare the Vietnamese unicorn dance with the Japanese lion dance.

**d. Organisation**

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| **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 Festival.*  *- Vietnamese Unicorn dance needs Ong Dia but Japanese Lion dance doesn’t need it.*  *…* |

**5. CONSOLIDATION** (5 mins)

**a. Wrap-up**  
- T asks Ss to summarize 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 workbook: Exercise C1 p39; Exercise C2 p40

- Compare Vietnamese Tet Holiday and Chinese Tet Holiday.