

Week:
Period:

Date of planning:
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 following:

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

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<ul style="list-style-type: none">- 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.	 <p>Suggested answers:</p> <ul style="list-style-type: none">- 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

	<ul style="list-style-type: none"> - Do not dig into the dish - Do not eat directly from shared dishes - Stay until other people finish - Say <i>Thanks</i> to the host after the meal
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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

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and read the conversation below. Pay attention to the highlighted parts. (6 mins)	
<ul style="list-style-type: none"> - 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. <p>-> Structure: to give advice</p> <ul style="list-style-type: none"> - Perhaps you should + V₀ - It's a good idea to + V₀ - Don't + V₀ 	<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>
Task 2: Work in pairs. Make similar conversations with the following situations. (9 mins)	
<ul style="list-style-type: none"> - 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. 	<p>Suggested answers:</p> <ol style="list-style-type: none"> 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

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)	
<ul style="list-style-type: none"> - 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. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. <i>shishi-mai</i> 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

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)	
<ul style="list-style-type: none"> - 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 	<p>Suggested answers:</p> <ul style="list-style-type: none"> - <i>There are one or more performers in both Vietnamese Unicorn dance and Japanese Lion dance.</i> - <i>Both Vietnamese Unicorn dance and Japanese Lion dance perform in the New Year Festival.</i> - <i>Vietnamese Unicorn dance needs Ong Dia but Japanese Lion dance doesn't need it.</i> ...

groups that they need to write at least 5 sentences using 5 pieces of information from the tables.	
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- Teacher asks some Ss to report their group's answers to the class.	
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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.