

Week: .....

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## UNIT 5: OUR CUSTOMS AND TRADITIONS

### Lesson 2: A closer look 1

#### I. OBJECTIVES

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

##### 1. Knowledge

- Use the lexical items related to the topic *Customs And Traditions*
- Know how to use words and phrases often used with *Customs And Traditions*
- Pronounce the sounds /n/ and /ŋ/ correctly

##### 2. Competences

- Be collaborative and supportive in pair work and team work
- Access and consolidate information from a variety of sources
- Actively join in class activities

##### 3. Personal qualities

- Promote pride in the values of Vietnamese culture
- Develop love for family

#### II. MATERIALS

- Grade 8 textbook, Unit 5, A closer look 1
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

#### 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:

- Play a game to introduce some customs and traditions in Viet Nam.

###### c. Expected outcomes:

- Ss have general ideas about the topic “Our Customs and Traditions”.

###### d. Organisation

TEACHER’S AND STUDENTS’ ACTIVITIES	CONTENTS
<b>Hidden pictures game</b> <ul style="list-style-type: none"><li>- Teacher divides the class into 8 groups and gives instructions.</li><li>- The teacher slowly removes the squares while the groups write the answers on their mini boards.</li><li>- The groups that guesses the right word will have the points.</li></ul>	<b><i>Suggested answers:</i></b> <ul style="list-style-type: none"><li>1. family reunion</li><li>2. wedding ceremony</li><li>3. food offerings</li><li>4. Tet holiday</li><li>5. lucky money</li></ul>

#### 2. ACTIVITY 1: PRESENTATION (8’)

##### VOCABULARY

**a. Objectives:**

- To help Ss know more vocabularies about the topic: customs and traditions.

**b. Content:**

- Vocabulary teaching.
- Ss work individually to study new words.

**c. Expected outcomes:**

- Students know how to use the target vocabulary.
- Ss know how to pronounce the new words correctly and use them in appropriate situations.

**d. Organisation:**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Vocabulary pre-teaching</b>	
<ul style="list-style-type: none"> <li>- Teacher introduces the vocabulary by:               <ul style="list-style-type: none"> <li>+ Providing the definition of the words</li> <li>+ Providing the pictures of the words</li> </ul> </li> <li>- Teacher has students read the phrases aloud and correct their pronunciation if necessary.</li> <li>- Teacher asks students for the Vietnamese meanings of these phrases.</li> <li>- Ss say the words.</li> <li>- Other Ss correct if the previous answers are incorrect.</li> <li>- Teacher shows and says the words aloud and asks Ss to repeat them.</li> </ul>	<b>Vocabulary:</b> wedding ceremony: nghi lễ cưới hỏi whale worship: thờ cúng cá voi food offerings: dâng cúng thức ăn martial arts (n): võ thuật festival goer: người đi xem lễ hội acrobat (n): xiếc maintain (v): duy trì longevity (n): tuổi thọ, sống thọ

**3. ACTIVITY 2: PRACTICE. (15 mins)****a. Objectives:**

- To help Ss practise the phrases related to customs and traditions.
- To give further practice with expressions about customs and traditions.

**b. Content:**

- Task 1: Write a phrase from the box under each picture.
- Task 2: Complete each sentence with the correct option A, B, or C.
- Task 3: Complete the sentences with the words from the box.

**c. Expected outcomes:**

- Ss know how to pronounce the new words correctly and use them in appropriate situations.

**d. Organisation**

<b>Task 1: Write a phrase from the box under each picture. (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher has Ss look at the pictures and name the things, events, and people seen in the pictures.</li> </ul>	<b>Answer key:</b> 1. family reunion 2. wedding ceremony

<ul style="list-style-type: none"> <li>- Teacher has Ss read the phrases in the box and write them under the appropriate pictures.</li> <li>- Teacher lets Ss work in pairs to compare their answers before offering the answers.</li> <li>- Teacher checks and confirms the correct answers. Elicit from Ss the clue(s) that help(s) them to complete the task (expected answer: words like <i>wedding, food, whale, family, festival</i> are familiar to them and can be easily linked to the corresponding pictures).</li> <li>- Teacher has the whole class read aloud the phrases.</li> </ul>	<ul style="list-style-type: none"> <li>3. food offerings</li> <li>4. whale worship</li> <li>5. martial arts</li> <li>6. festival goers</li> </ul>
<b>Task 2: Complete each sentence with the correct option A, B, or C. (4 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher has Ss do this exercise individually. Tell them to read all the sentences carefully to make sure they understand the sentences and choose the correct options.</li> <li>- Teacher has them share their answers in pairs.</li> <li>- Teacher invites some Ss to give their answers and confirm the correct ones. Explain the options that challenge Ss.</li> <li>- With a more able class, T challenges Ss to list new phrases. For example, T writes “family _____”, “_____ ceremony”; “worshipping _____” on the board, and has Ss think of appropriate words to fill in the blank.</li> </ul>	<p><b>Answer key:</b></p> <ul style="list-style-type: none"> <li>1. A</li> <li>2. C</li> <li>3. B</li> <li>4. B</li> <li>5. A</li> </ul> <p><b>Note:</b> 1. <i>hold a family reunion</i> but <i>have a family meal</i></p>
<b>Task 3: Complete the sentences with the word and phrases from the box. (6 mins)</b>	
<ul style="list-style-type: none"> <li>- Go over the words in the box with Ss. Make sure Ss understand them before moving on. For example, draw Ss’ attention to “break with tradition” and have them guess its meanings. Also, tell them that the verb “practise” can go with “customs” or “traditions”.</li> <li>- Have Ss read the sentences in pairs and choose the appropriate words to complete the sentences.</li> <li>- Invite Ss to share their sentences orally or in writing. Confirm the correct answers as a class.</li> <li>- Have Ss choose one or two expressions and make sentences with them.</li> </ul>	<p><b>Answer key:</b></p> <ul style="list-style-type: none"> <li>1. break</li> <li>2. Traditionally</li> <li>3. practise</li> <li>4. keep</li> <li>5. custom</li> </ul>

#### 4. ACTIVITY 3: PRODUCTIONS (14 mins)

**PRONUNCIATION** /n/ and /ŋ/.

##### a. Objectives:

- To help Ss identify how to pronounce the sounds /n/ and /ŋ/.
- To help Ss practise pronouncing these sounds correctly in words and sentences.

##### b. Content:

- Task 4: Listen and repeat the words. Pay attention to the sounds /n/ and /ŋ/.
- Task 5: Listen and practise the sentences. Underline the words with the sound /n/ and circle the words with the sound /ŋ/.

##### c. Expected outcomes:

- Students can pronounce the sound /n/ and /ŋ/ correctly.

##### d. Organisation:

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS				
<b>Task 4: Listen and repeat the words. Pay attention to the sounds /n/ and /ŋ/. (7 mins)</b>					
<ul style="list-style-type: none"><li>- Teacher has some Ss read out the words first. Then T plays the recording for them to listen and repeat the words they hear. T plays the recording as many times as necessary.</li><li>- Teacher explains to Ss that these words have the sounds /n/ and /ŋ/. Tell them how to make the two sounds and have them practise saying the sounds several times.</li><li>- Teacher goes over the list of the words again with Ss. Draw their attention to words like <i>longevity</i>, <i>thank</i>, and <i>language</i>.</li><li>- Teacher asks Ss to work in pairs to practise saying the words.</li><li>- Teacher invites some Ss to say some words they know that include either of the two sounds.</li></ul>	<table><tr><th>/n/</th><th>/ŋ/</th></tr><tr><td>thin land ceremony longevity tradition</td><td>thing thank single language offering</td></tr></table>	/n/	/ŋ/	thin land ceremony longevity tradition	thing thank single language offering
/n/	/ŋ/				
thin land ceremony longevity tradition	thing thank single language offering				
<b>Task 5: Listen and practise the sentences. Underline the words with the sound /n/ and circle the words with the sound /ŋ/ (7 mins)</b>					
<ul style="list-style-type: none"><li>- Teacher has Ss quickly read the sentences. T plays the recording for Ss to listen to the sentences. T asks them to pay attention and underline the words with /n/ and circle the words with /ŋ/.</li><li>- Teacher invites some Ss to share their answers. T confirms the correct ones.</li><li>- Teacher plays the recording again for Ss to repeat the sentences.</li><li>- Teacher has Ss practise the sentences in pairs. T invites some pairs to read the sentences</li></ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"><li>1. Mary wore a pink dress last <u>night</u>.</li><li>2. I <u>think</u> we should buy this <u>ornamental</u> tree.</li><li>3. He <u>thanked</u> the host for the <u>enjoyable</u> party.</li><li>4. My mum made the <u>spring</u> rolls for the <u>longevity</u> party.</li><li>5. I will bring some food to the party <u>on</u> Saturday.</li></ol>				

aloud. T comments on their pronunciation of the sounds	
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## **5. CONSOLIDATION (3 mins)**

### **a. Wrap-up**

- Ask one or two Ss to summarise the class what they have learnt in the lesson.
- Ask Ss to say make some sentences with words and phrases they remember from the lesson

### **b. Homework**

- Learnt by heart all the new words that they have just learnt.
- Practice the sounds /n/ and /ŋ/.
- Do exercises in workbook
- Prepare next lesson : **Lesson 2: A closer look 2**