

Week:
Period:

Date of planning:
Date of teaching:

UNIT 5: OUR CUSTOMS AND TRADITIONS

Lesson 5: Skills 1

I. OBJECTIVES

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

1. Knowledge

- + Reading: Read for specific information about village festival day
- + Speaking: Talk about family event

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 benevolent and responsible

II. MATERIALS

- Grade 8 textbook, Unit 5, Skills 1
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*, *sachmem.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:

- Describe the festival.

c. Expected outcomes:

- Ss can describe the festival.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Asking questions: <ul style="list-style-type: none">- T asks Ss some questions about festivals in Viet Nam.- T asks Ss to describe one of the festivals they have ever been to- Lead to the new lesson: Reading and Speaking lesson about a festival day and a family event.- Introduce the objectives of the lesson. Write the objectives in the left corner of the board.- Teacher checks students' knowledge and gives feedback.	Questions: <ul style="list-style-type: none">1. Have you ever been to a Festival?2. Do you like it? (Do you know any festivals?)3. Can you describe it? (When and Where is the festival celebrated? What activities there are? What do you and your family do during the festival?) Suggested answers: <ul style="list-style-type: none">1. Yes, I have been to the Full Moon festival, ... / No, I haven't2. Yes, I do / No, I don't3. I celebrated the Full Moon festival on the 15th day of the 8th Lunar Month in our country. We can eat moon cake during this Festival. We can give gifts to others. We can appreciate the Moon,....

2. ACTIVITY 1: PRESENTATION (10 mins)

a. Objectives:

- To introduce some vocabulary
- To activate Ss' knowledge of the topic of the reading text.


b. Content:

- Vocabulary
- Task 1: Work in pairs. Look at the picture and answer questions.

c. Expected outcomes:

- Ss understand new vocabulary
- Ss can answer the questions correctly.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Vocabulary pre-teaching (5 mins)	
<ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures and definitions. 	<p>New words:</p> <ol style="list-style-type: none"> 1. release (v): thả 2. contestant (n): thí sinh, người thi đấu 3. family bonding: sự gắn kết tình cảm gia đình
Task 1: Work in pairs. Look at the picture and answer the following questions. (5 mins)	
<ul style="list-style-type: none"> - Teacher has Ss look at the picture in the book or show the picture in the book on a slide. Ask Ss two questions in the book: <ol style="list-style-type: none"> 1. What are the men doing? 2. When do you think this event occurs? <ul style="list-style-type: none"> - Teacher tells Ss that they are going to read a text about a festival in a village. 	 <p>Suggested answers:</p> <ol style="list-style-type: none"> 1. They are rowing a boat. They are cooking rice on an open fire. 2. This event may occur in a festival in the North of Viet Nam.

3. ACTIVITY 2: PRACTICE (READING) (15 mins)

a. Objectives:

- To help Ss develop the skill of reading for the main idea (skimming), specific information (scanning) and guessing word meaning in context.

b. Content:

- Task 2: Read the text. Choose the correct answer A, B, or C.
- Task 3: Read the text again. Complete the mind map about a family party.

c. Expected outcomes:

- Students can understand the text and choose the right answers.
- Ss can complete the mind map.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 2: Read the text. Choose the correct answer A, B, or C. (10 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to read the first paragraph and find the time that the festival happens (<i>the third day of Tet</i>). - Teacher tells Ss to read the first sentence of the second and the third paragraph. T asks Ss what each 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. A 2. B 3. A 4. C

<p>paragraph is going to be about.</p> <ul style="list-style-type: none"> - Teacher tells the Ss to do the same with the last paragraph. - Teacher asks Ss to look at Question 1 and choose the correct option. - Teacher tells Ss that Questions 2 and 4 ask about specific information. Question 3 asks them to guess the meaning of words in context. - T elicits from Ss the steps: Read the questions, underline the key words in each question, locate the key words in the text and find the information to answer the question. - Teacher asks Ss to locate the paragraphs with the information for each question. Then T has Ss do the exercise individually and checks their answers in pairs. - Teacher invites some Ss to share their answers. Have them explain their answers. Confirm the correct answers. 	
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Task 3: Read the text again. Complete the mind map about a family party. (5 mins)

<ul style="list-style-type: none"> - Teacher asks Ss to look at the mind map and identify the paragraph with the information for each question in the mind map. - Then T has Ss do the exercise in pairs. - Teacher invites some pairs to share their answers. Have them explain their answers. T confirms the correct answers. - Teacher tells Ss that when they describe a family event, they should mention categories of information like in the mind map. - Teacher checks students' understanding and Ss' exercises then gives feedback. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. third day 2. home 3. dishes 4. food
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4. ACTIVITY 3: PRODUCTION (SPEAKING) (13 mins)

a. Objectives:

- To help Ss predict the content of a dialogue about a family event.
- To help Ss practise talking about a family event.

b. Content:

- Task 4: Work in pairs. Put the questions (A - E) in the correct blanks (1 - 5) to make a complete dialogue. Then role-play it.
- Task 5: Make notes about a normal family event that you take part in. Use the questions below as cues. After that, work in pairs. Make a dialogue asking and answering about the event. You can use your notes.

c. Expected outcomes:

- Students can complete the dialogue.
- Students can make the dialogue about their family events.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 4: Work in pairs. Put the questions (A - E) in the correct blanks (1 - 5) to make a complete dialogue. Then role-play it. (7 mins)	
<ul style="list-style-type: none"> - Teacher draws a mind map with "a family event" in the middle and "when, where, who, what" as the 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. B

<p>categories.</p> <ul style="list-style-type: none"> - Teacher tells Ss to look at the questions in the box and match the questions with the appropriate categories. - Teacher tells Ss to read the dialogue and complete the dialogue with the given questions. - Teacher confirms the answers. T has Ss practise reading aloud the dialogue in pairs. 	<p>2. D 3. E 4. A 5. C</p>
<p>Task 5: Make notes about a normal family event that you take part in. Use the questions below as cues. After that, work in pairs. Make a dialogue asking and answering about the event. You can use your notes. (6 mins)</p>	
<ul style="list-style-type: none"> – Teacher asks Ss to think of a family event and make notes about it in the form of a mind map. – Teacher tells them to look at the mind map on the board and revise the questions that can be used. – Teacher has Ss work in pairs. Ss take turns to ask and answer about the family event. – Teacher has some pairs act out the dialogue in front of the class. – Teacher comments on their performance. - Teacher checks answers, pronunciation and gives feedback. 	<p><i>Suggested answers:</i> Various answers</p>

5. CONSOLIDATION (2 mins)

a. Wrap-up

- T asks Ss to summarise 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

- Learn by heart the new words
- Read the text again
- Do exercise in the workbook.
- Prepare new lesson: **Unit 5- Lesson 6: Skills 2**