

# GIÁO ÁN MÔN TIẾNG ANH 8 THÍ ĐIỂM – THCS ĐÔNG QUANG

Week 9- Period 27

Date of teaching: .... / .... / .....

## UNIT 4: OUR CUSTOMS AND TRADITIONS

### Lesson 1: Getting started

#### A. Objectives

By the end of the lesson, ss will be able to:

- Understand the text; do the reading tasks well.
- Express obligation and necessity using the correct form of *have to*, then practice using the lexical items related to the topic above.

#### **1. Knowledge:**

- Vocabulary: lexical items related to customs and traditions.
- Grammar: Present simple tense; should, shouldn't, have to.

**2. Competence:** Group work, individual work, pair work, linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Be aware of protecting “custom and traditions”.

#### B. Teaching aids:

**1. Teacher:** Textbooks, teaching plan, teacher's book...

**2. Students:** Textbooks, notebooks...

#### C. Procedures:

**1. Checking:** During the lesson.

**2. New lesson:**

| Teacher's and students' activities                                                                                                                                                                                                                                                                 | The main contents                                                                                                                                                                                                                                                                         |
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| <b>1. Warm- up (4')</b><br><b>a, Aims:</b> To help Ss think about customs and traditions and to lead in the new lesson.<br><b>b, Contents:</b> Ss work individually to answer the questions.<br><b>c, Outcome:</b> Ss can know about the topic they are going to study.<br><b>d, Organization:</b> |                                                                                                                                                                                                                                                                                           |
| <ul style="list-style-type: none"><li>- T asks some questions:</li><li>- Ss answer the questions.</li><li>- T introduces the new lesson.</li></ul>                                                                                                                                                 | <b>*Questions:</b> <ul style="list-style-type: none"><li>- How many ethnic minorities are there in Viet Nam?</li><li>- What do you know about Tay?</li><li>- Can you show their ethnic fashion and their customs?</li><li>- How do you understand about customs and traditions?</li></ul> |
| <b>2. Presentation (12')</b><br><b>a, Aim:</b> To help Ss to know more items related to the topic “customs and traditions” and introduce the topic of the whole unit.<br><b>b, Contents:</b>                                                                                                       |                                                                                                                                                                                                                                                                                           |

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| <p>+ Ss work individually to study new words.</p> <p>+ Ss work individually to listen the dialogue, then work in pairs to read the dialogue.</p> <p><b>c, Outcome:</b> Ss can know some lexical items related to the topic and know the topic of the whole unit.</p> <p><b>d, Organization:</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p><b>* Vocabulary:</b></p> <p>+ <i>accept</i> (v): công nhận</p> <p>+ <i>generation</i> (n): thế hệ</p> <p>+ <i>sharp</i> (adj): chính xác</p> <p>+ <i>table manner</i> (n): cách ứng xử ở bàn ăn</p> <p>+ <i>presentation</i> (n): sự trình bày</p> <p>+ <i>similarity</i> (n): sự tương đồng</p> <p>+ <i>compliment</i> (n): lời khen ngợi</p> <p>+ <i>You're kidding!</i> (idiom): bạn nói đùa thôi</p> |
| <p>- T uses different techniques to teach vocabulary.</p> <p>- Ss listen carefully the T's modeling twice. Repeat in chorus and individually, then copy all the words.</p> <p>=&gt; <b>Checking:</b> Matching</p> <p>- T asks Ss to open their books and look at the picture and the title under <b>GETTING STARTED</b>.</p> <p>- T asks them some questions:</p> <p>+ <i>Who can you see in the picture?</i></p> <p>+ <i>What do you think the people in the picture are talking about?</i></p> <p>+ <i>What do you think the people in the picture are talking about?</i></p> <p>- Ss answer. Then T collects ss' ideas</p> <p>- T asks ss listen, read and check their prediction. Ss do it.</p> <p>- T plays the recording twice. Ss listen.</p> <p>- T checks the prediction. Then T asks ss to practice the conversation in pairs. Ss work in pairs.</p> | <p><b>1. Listen and read</b></p>                                                                                                                                                                                                                                                                                                                                                                            |
| <p><b>3. Practice (20')</b></p> <p><b>a, Aim:</b> To help Ss understand the conversation and know more about customs and traditions.</p> <p><b>b, Contents:</b></p> <p>+ Ss work individually to find a words/ phrase that means.</p> <p>+ Ss work individually to tick True (T) or False (F).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                             |

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| <p>+ Ss work in pairs to answer the questions.</p> <p>+ Ss work individually to find these sentences in the conversation and fill in the missing words.</p> <p>+ Ss work individually to match the pictures with the costumes and traditions in the box.</p> <p>+ Ss work individually to write C or T under each picture.</p> <p><b>c, Outcome:</b> Ss can know some lexical items related to the topic and know the topic of the whole unit.</p> <p><b>d, Organization:</b></p>                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p>- T asks the Ss to do exercise 1a. Ss do it individually.</p> <p>- T asks some Ss to explain the words. Some Ss explain.</p> <p>- Ss give the answer. T checks and corrects as a class.</p> <p>- T has Ss look at the <b>Watch out! Box</b> and quickly read the information. Ss do it.</p> <p>- T asks if Ss know any expressions with the same meaning as ‘<i>You’re kidding</i>’.</p> <p>+ Some other expressions are: <i>You must be kidding!// You’re joking!//You must be joking!</i></p> <p>- T asks the Ss to do part b. Ss work individually.</p> <p>- T asks them to compare their answers.</p> <p>- T corrects and remarks.</p> <p>- T asks the Ss to do part c.</p> <p>- Ss work in pairs to answer the questions.</p> <p>- T asks some pairs to read the answers. Some Ss read.</p> <p>- T corrects and remarks</p> | <p><b>1a. Find a words/ phrase that means.</b></p> <p><b>Key:</b></p> <ol style="list-style-type: none"> <li><i>accepted</i></li> <li><i>generations</i></li> <li><i>spot on</i></li> <li><i>sharp</i></li> <li><i>social</i></li> <li><i>table manners</i></li> </ol> <p><b>1b. Tick true or false.</b></p> <p><b>Key:</b></p> <ol style="list-style-type: none"> <li><i>T</i></li> <li><i>F (There are also social ones.)</i></li> <li><i>T</i></li> <li><i>F (There are a lot of customs for table manners in the UK.)</i></li> </ol> <p><b>1c. Answer the following questions</b></p> <p><b>Key:</b></p> <ol style="list-style-type: none"> <li><i>It’s eating dinner at 7 p.m. sharp.</i></li> <li><i>He’s surprised.</i></li> <li><i>They both refer to doing something that develops over time.</i></li> <li><i>A custom is something accepted. A tradition is something special and is passed down through the generations.</i></li> </ol> |

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| <ul style="list-style-type: none"> <li>- T asks the Ss to do part 1d. Ss work individually.</li> <li>- T asks them to compare their answers. Ss do it.</li> <li>- T asks some Ss to read the answers. Some Ss read.</li> <li>- T has Ss look at the pictures and asks them what they see in each of them. Ss answer.</li> <li>- Now T tells Ss that in the box are some <i>customs and traditions of Vietnamese people</i>. T explains the new words so that Ss understand the customs and traditions.</li> <li>- T asks Ss to work individually to do task 2a. Ss do it.</li> <li>- T calls some Ss to give their answers and write them on the board. Ss do it.</li> <li>- T confirms the correct answers.</li> <br/> <li>- T asks ss to work individually to decide if the pictures show customs or traditions and compare their answers in pairs. Ss do it.</li> <li>- T has some Ss give the answers to the class and explain their choice.</li> </ul> | <p>5. <i>They should find information about a custom or tradition.</i></p> <p><b>1d. Find these sentences in the conversation and fill in the missing words</b></p> <p>1. have to<br/>2. should</p> <p><b>2a. Match the pictures with the costumes and traditions in the box</b></p> <p><b>Key:</b><br/>1-g 2-c 3-f 4-h<br/>5-e 6-a 7-b 8-d</p> <p><b>2b. Write C or T under each picture</b></p> <p><b>Key:</b><br/>1. C 2. C or T 3. C 4. T<br/>5. C 6. C 7. T 8. C or T</p> |
| <p style="text-align: center;"><b>4. Application (7')</b></p> <p><b>a, Aim:</b> To help Ss know more about their local customs and traditions.</p> <p><b>b, Contents:</b> Ss work in groups to play the game.</p> <p><b>c, Outcome:</b> Ss can know more about their local customs and traditions.</p> <p><b>d, Organization:</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <ul style="list-style-type: none"> <li>- T asks ss to work in groups of five or six.</li> <li>- T asks Ss to write down as many local customs and traditions as possible. The group with the most customs and traditions is the winner. The winning group presents their customs and traditions. Other groups add more if they can.</li> <li>-T sets a time limit of five minutes.</li> <li>- Ss work in groups to play the game.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p><b>3. Game: Customs and traditions experts</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                          |

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## 3. Consolidation and guides for homework (2')

### \* Consolidation:

- Asks ss to recall the main contents of the lesson
- Consolidates ss more for ss to remember

### \* Homework: Asks Ss to:

- Complete the exercises in their notebooks and learn the new words
- Prepare **A closer look 1**.

Week 10 - Period 28

Date of teaching: .... / .... / .....

## UNIT 4: OUR CUSTOMS AND TRADITIONS

### Lesson 2: A closer look 1

### A. Objectives

By the end of the lesson, ss will be able to:

- Practice more with vocabularies related to the topic “**Customs and traditions**”
- Pronounce words containing the clusters /spr/ and /str/ correctly in isolation and in context.

### 1. Knowledge:

- Vocabulary: relating to customs and traditions.
- Grammar: Present simple tense; should, shouldn't, have to.

**2. Competence:** Group work, individual work, pair work, linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Be aware of protecting “custom and traditions”.

### B. Teaching aids:

**1. Teacher:** Textbooks, teaching plan, teacher's book...

**2. Students:** Textbooks, notebooks...

### C. Procedures:

**1. Checking:** During the lesson.

**2. New lesson:**

| Teacher's and students' activities                                                                                                                                                                                                                                         | The main contents                                                                                          |
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| <b>1. Warm- up (4')</b><br><b>a, Aim:</b> To help Ss think about customs and traditions.<br><b>b, Contents:</b> Ss work individually to talk about customs and traditions.<br><b>c, Outcome:</b> Ss can talk about customs and traditions well.<br><b>d, Organization:</b> |                                                                                                            |
| - T has a small talk about “customs and tradition”<br>- Ss talk                                                                                                                                                                                                            | <b>Small talk:</b><br>- Wearing ao dai on special occasions<br>- Giving children lucky money at Tet<br>... |
| <b>2. Presentation (6')</b>                                                                                                                                                                                                                                                |                                                                                                            |

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| <p><b>a, Aim:</b> To help Ss to know more the words related to the topic “customs and traditions”..</p> <p><b>b, Contents:</b> Ss work individually study vocabulary.</p> <p><b>c, Outcome:</b> Ss can know more vocabulary related to the topic well.</p> <p><b>d, Organization:</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                     |
| <ul style="list-style-type: none"> <li>- T uses different techniques to teach vocabulary, follows the seven steps of teaching vocabulary.</li> <li>- Ss Listen carefully the T’s modeling twice, repeat in chorus and individually and copy all the words.</li> <li>- Draws Ss’ attention to the <b>Watch out! Box.</b></li> <li>- Explains to them the words ‘custom’ and ‘tradition’ can be countable or uncountable.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                      | <p><b>I. Vocabulary</b></p> <ul style="list-style-type: none"> <li>+ <b>Christian</b> (n): người theo đạo Cơ đốc</li> <li>+ <i>sponge cake</i> (n): bánh xốp</li> <li>+ <i>break with</i> (v): không theo</li> <li>+ <i>shake hand</i> (v): bắt tay</li> <li>+ <i>espresso</i> (n): cà phê pha qua phin</li> <li>+ <i>spray</i> (v): xịt</li> </ul> |
| <p><b>3. Practice (28’)</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>a, Aim:</b> To help Ss know the use of vocabulary and know how to pronounce words containing the clusters /spr/ and /str/ correctly in isolation.</p> <p><b>b, Contents:</b></p> <ul style="list-style-type: none"> <li>+ Ss work individually to match the column A with the column B.</li> <li>+ Ss work individually to complete the expressions.</li> <li>+ Ss work in groups to make sentences.</li> <li>+ Ss work individually to complete the sentences with their own ideas.</li> <li>+ Ss work individually to complete the words under the pictures with spr and str. Then listen and repeat.</li> </ul> <p><b>c, Outcome:</b> Ss can know more vocabulary related to the topic and know how to pronounce words containing the clusters /spr/ and /str/ correctly in isolation well.</p> <p><b>d, Organization:</b></p> |                                                                                                                                                                                                                                                                                                                                                     |
| <ul style="list-style-type: none"> <li>- T has Ss look at the table in the book and makes sure that they understand what to do.</li> <li>- T asks Ss to complete the exercise individually and then compare their answers with a partner. Ss work individually to do the task.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p><b>1. Match the column A with the column B.</b></p> <p><b>Key:</b></p> <p>1 - e , 2 - d , 3 - a ,<br/>4 - g , 5 - b , 6 - c , 7 - f</p>                                                                                                                                                                                                          |

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| <ul style="list-style-type: none"> <li>- T calls some Ss to give the answers. Ss give the answers.</li> <li>- T confirms the correct answers.</li> <li>- T has Ss read the sentences again to see if the word ‘<i>custom</i>’ or ‘<i>tradition</i>’ in each sentence is countable (C) or uncountable (U).</li> <li>- T has Ss read the sentences in 1 again and complete the expressions.</li> <li>- Ss work individually to do the task. Then Ss compare their answers with a partner.</li> <li>- T calls one or two Ss to write the complete expressions on the board.</li> <li>- T checks and corrects the answers.</li> <br/> <li>- T asks Ss to run through the sentences</li> <li>- T asks Ss to work in groups to do this activity. Ss work in groups to make sentences.</li> <li>- T prepares some pieces of big-size paper for the groups to write their answers on. When they finish, Ss stick their paper on the board.</li> <br/> <li>- T asks ss to work individually to complete the sentences with their own ideas, then share their sentences with a partner. Ss work individually to do it.</li> <li>- T lets some ss write the sentences on the board. Other ss give their comments.</li> <li>-T confirms the correct answers.</li> <li>- If time does not allow, T may assign this exercise as homework.</li> <li>- T asks for Ss’ answers and write them on the board. Don’t say if they are right or wrong. Ss work individually.</li> <li>- T plays the recording for them to check the answer and repeat the words.</li> </ul> | <p><b>2. Complete the expressions below.</b></p> <p><b>Key:</b></p> <ol style="list-style-type: none"> <li>1. <i>custom</i></li> <li>2. <i>tradition</i></li> <li>3. <i>according</i></li> <li>4. <i>tradition</i></li> <li>5. <i>with</i></li> <li>6. <i>of</i></li> <li>7. <i>doing</i></li> </ol> <p><b>3. Make sentences.</b></p> <p>Eg:</p> <ul style="list-style-type: none"> <li>- <i>According to tradition, we have fireworks on New Year’s Eve.</i></li> <li>- <i>My area broke with tradition by not having firecrackers on New Year’s Eve.</i></li> <li>- <i>There’s a tradition in our province of having fireworks on New Year’s Eve.</i></li> </ul> <p><b>4. Complete the sentences with your own ideas.</b></p> <ol style="list-style-type: none"> <li>1. <i>It’s the custom in my country that....</i></li> <li>2. <i>We broke with tradition by .....</i></li> <li>3. <i>There’s a tradition in my family that.....</i></li> <li>4. <i>We have the custom of.....</i></li> <li>5. <i>According to tradition, .....</i></li> </ol> <p><b>II. Pronunciation /spr / and / str/</b></p> <p><b>5. Complete the words under the pictures with spr and str. Then listen and repeat</b></p> |
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| - T plays the recording as many times as necessary.                                                                                                                                                                                                                                                                                                                        | <b>Key:</b> 1.str<br>5.str                                                                                                                                                  | 2.str<br>6.str | 3.spr<br>7.spr | 4.spr<br>8.spr |
| <b>3. Pronunciation (5')</b>                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                             |                |                |                |
| <b>a, Aim:</b> To help Ss know how to pronounce words containing the clusters /spr/ and /str/ correctly in context.<br><b>b, Contents:</b> Ss work individually to listen and circle the words with /spr/ and /str/<br><b>c, Outcome:</b> Ss can know how to pronounce words containing the clusters /spr/ and /str/ correctly in context well.<br><b>d, Organization:</b> |                                                                                                                                                                             |                |                |                |
| - T asks Ss to work individually to do the exercises. Ss do it.<br>- T plays the recording for ss to do this exercise, then asks for ss' answers<br>- T plays the recording again for ss to repeat the sentences. Ss listen and repeat.<br>- T asks some ss to read out the sentences                                                                                      | <b>6. Listen and circle the words with /spr/ and /str/.</b><br><b>* Keys</b><br>1. strictly<br>2. strangers/ spread<br>3. district, streets<br>4. filmstrip<br>5. offspring |                |                |                |

### 3. Consolidation and guides for homework (2')

#### \* Consolidation:

- Asks ss to recall the main contents of the lesson.
- Consolidates ss more for ss to remember.

#### \* Homework: Asks Ss to:

- Learn by heart all the new words.
- Guides ss how to do Ex part A (workbook)
- Prepare: **A closer look 2**

**Week 10 - Period 29**

*Date of teaching:* .... / .... / .....

## UNIT 4: OUR CUSTOMS AND TRADITIONS

### Lesson 3: A closer look 2

#### A. Objectives

By the end of the lesson, ss will be able to:

- Use *should* and *shouldn't* correctly and appropriately to give advice.
- Express obligation and necessity using the correct form of *have to*.

#### **1. Knowledge:**

- Vocabulary: lexical items related to customs and traditions.

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- Grammar:

+ *Should* and *shouldn't* to express advice.

+ *Have to* to express obligation or necessity.

**2. Competence:** Group work, individual work, pair work, linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Be aware of protecting “custom and traditions”.

### **B. Teaching aids:**

**1. Teacher:** Textbooks, teaching plan, teacher’s book...

**2. Students:** Textbooks, notebooks...

### **C. Procedures:**

**1. Checking:** During the lesson.

**2. New lesson:**

| Teacher's and students' activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | The main contents                                                                                                                                                                                                              |
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| <p style="text-align: center;"><b>1. Warm- up (5')</b></p> <p><b>a, Aim:</b> To help Ss to use <i>should/ shouldn't</i> to express advice.</p> <p><b>b, Contents:</b> Ss work individually to complete the sentences with <i>should/ shouldn't</i>.</p> <p><b>c, Outcome:</b> Ss can revise <i>should/ shouldn't</i> to express advice well.</p> <p><b>d, Organization:</b></p>                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                |
| <p>- T has ss complete the sentences and then compare the answers with a friend. Elicits students' answers.</p> <p>- Ss work individually to do the task.</p> <p>- T confirms the correct ones.</p>                                                                                                                                                                                                                                                                                                                                                                                                                 | <p><b>1. Complete the sentences with <i>shouldn't</i> and <i>shouldn't</i>.</b></p> <p>=&gt; <b>Key:</b></p> <p>1. <i>should</i>    2. <i>shouldn't</i>    3. <i>should</i></p> <p>4. <i>shouldn't</i>    5. <i>should</i></p> |
| <p style="text-align: center;"><b>2. Presentation (13')</b></p> <p><b>a, Aim:</b></p> <p>+ To help Ss revise <i>should/ shouldn't</i> to express advice.</p> <p>+ To help Ss use “<i>have to</i>” to express obligation and necessity.</p> <p><b>b, Contents:</b></p> <p>+ Ss work individually to match the situation in A with the advice in B.</p> <p>+ Ss work individually to study the remember box.</p> <p><b>c, Outcome:</b> Ss can revise <i>should/ shouldn't</i>, know how to use “<i>have to</i>” to express obligation and necessity and do related exercises well.</p> <p><b>d, Organization:</b></p> |                                                                                                                                                                                                                                |
| <p>- T gives a situation: <i>Your brother is going out with a friend. The weather forecast says it's a hot sunny day. Give him some advice.</i></p> <p>- Ss share their ideas.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p><b><i>Should and shouldn't to express advice (Review)</i></b></p>                                                                                                                                                           |

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| <ul style="list-style-type: none"> <li>- T encourages Ss to express their advice freely.</li> <li>-&gt; <i>In this lesson we are going to review “should/shouldn’t” to express advice about customs and traditions.</i></li> <li>- T asks the Ss to work individually to do task 2. Ss do it.</li> <li>- T asks Ss to compare their answers in groups. Ss do it.</li> <li>- T asks some Ss to read the answers. Some Ss read.</li> <li>- T checks and corrects.</li> <li>- T gives a situation: <i>when we go to a place, it is obligatory that they follow its customs and traditions.</i></li> <li>-T asks Ss to read the information about how to use <b>have to</b>. Ss do it.</li> <li>- T may want to add that <b>must</b> is also used to express obligation.</li> <li>- T asks Ss to answer the question: ? <i>What are the differences between have to and must?</i></li> <li>- T asks SS to read the <b>Remember!</b> box. Ss do it.</li> </ul> | <p><b>2. Match the situation in A with the advice in B</b></p> <p><b>Key:</b></p> <p>1. b      2. c      3. e<br/>4. d      5. a</p> <p><b>“Have to” to express obligation or necessity</b><br/>+ “have to ” is used to express obligation or necessity.<br/>It shows external obligation, i.e., someone else makes a decision about what you <b>must do</b>.</p> <p><b>(+) have to / has to + infinitive</b><br/><u>Example:</u> We <i>have to</i> clean the house carefully before Tet.</p> <p><b>(-) don’t / doesn’t have to + infinitive</b><br/>=&gt; <i>using when it is not necessary to do smt</i><br/><u>Example:</u> She doesn’t have to wear a company uniform.</p> <p><b>(?) Do / Does + subject + have to + infinitive</b><br/><u>Example:</u> Do we <i>have to</i> follow the tradition of cleaning the house before Tet?<br/>+ <i>If you want to tell somebody not to do something as an obligation, use “must not/ mustn’t” instead. it is not necessary to do</i></p> |
| <p><b>3. Practice (20’)</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p><b>a, Aim:</b> To help Ss apply the grammar point “have to” to do related exercise well.</p> <p><b>b, Contents:</b></p> <ul style="list-style-type: none"> <li>+ Ss work individually to complete the correct form of <b>have to</b>.</li> <li>+ Ss work individually to choose A or B to convey the meaning of the first sentences.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

## GIÁO ÁN MÔN TIẾNG ANH 8 THÍ ĐIỂM – THCS ĐÔNG QUANG

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| <p>+ Ss work individually to find the mistakes and correct them.</p> <p><b>c, Outcome:</b> Ss can revise should/ shouldn't, know how to use "have to" to express obligation and necessity and do related exercises correctly.</p> <p><b>d, Organization:</b></p>                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p>- T asks the Ss to do task 3. Ss work individually.</p> <p>- T asks them to compare their answers in pairs. Ss do it.</p> <p>- T asks some Ss to read the answers. Some Ss read.</p> <p>- T checks and corrects.</p>                                                                                                                               | <p><b>3. Complete the correct form of have to.</b></p> <p><b>Keys:</b></p> <ol style="list-style-type: none"> <li>1. <i>have to</i></li> <li>2. <i>have to</i></li> <li>3. <i>has to</i></li> <li>4. <i>had to/ don't have to</i></li> <li>5. <i>does...have to</i></li> <li>6. <i>didn't have to</i></li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p>- T asks the Ss to do task 4 individually. Ss do it.</p> <p>- T asks them to compare their answers in pairs. Ss do it.</p> <p>- T asks some Ss to read the answers. Some Ss read.</p> <p>- T checks and corrects.</p>                                                                                                                              | <p><b>4. Choose A or B to convey the meaning of the first sentences.</b></p> <p><b>Key:</b></p> <p>1. B      2. A      3. A      4. B</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p>- T asks Ss to quickly read the e-mail and do this exercise individually, then compare the answers with a classmate. Ss work individually to do the task.</p> <p>- T asks one or two Ss to write their answers on the board. Ss do it.</p> <p>- T has them explain their answers as well. Ss do it.</p> <p>- T checks and corrects as a class.</p> | <p><b>5. There are six mistakes find and correct.</b></p> <p><b>Key:</b></p> <p>(1) <i>Shouldn't give</i> → <i>should give</i> (<u>reason</u>: There are lots of confusing customs and traditions in Japan, so Eri thinks she should give Mi advance)</p> <p>(2) <i>Has to</i> → <i>have to</i> (reason: the pronoun 'you' goes with 'have to')</p> <p>(3) <i>Shouldn't wear</i> → <i>should wear</i> (<u>reason</u>: Eri says that Mi should take off her shoes when going inside, which means she should wear slippers)</p> <p>(4) <i>Didn't have to</i> → <i>don't have to</i> (<u>reason</u>: this sentence is in the present time)</p> <p>(5) <i>Have use</i> → <i>have to use</i> (reason: 'have to' is the correct form)</p> |

## GIÁO ÁN MÔN TIẾNG ANH 8 THÍ ĐIỂM – THCS ĐÔNG QUANG

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | (6) <i>Should worry</i> → <i>shouldn't worry</i><br>( <u>reason</u> : Eri says she'll be there to help Mi, so Mi shouldn't worry) |
| <p style="text-align: center;"><b>4. Application (5')</b></p> <p><b>a, Aim:</b> To help Ss apply grammar point “should/ shouldn’t” and “have to” to give advices and obligations in the context.</p> <p><b>b, Contents:</b> Ss work in pairs to list 3 pieces of advice and 3 obligations.</p> <p><b>c, Outcome:</b> Ss can use “should/ shouldn’t” and “have to” to give advices and obligations in the context well.</p> <p><b>d, Organization:</b></p>                                                                                                                                                                             |                                                                                                                                   |
| <ul style="list-style-type: none"> <li>- T asks ss to work in pairs to do this activity. Ss work in pairs to do the task.</li> <li>- T asks some pairs to write their advice and obligations on the board.</li> <li>- Ss come to the bb and write.</li> <li>- Other Ss give comments and vote for the best advice and obligations. Then they can add some more. This is an open activity so encourage Ss to express their ideas as long as the advice and obligations are appropriate.</li> </ul>                                                                                                                                     | <p><b>6. Listing three pieces of advice and 3 obligations</b></p>                                                                 |
| <p><b>3. Consolidation and guides for homework (2')</b></p> <p><b>* Consolidation:</b></p> <ul style="list-style-type: none"> <li>- Asks ss to recall the main contents of the lesson</li> <li>+ <i>should/ shouldn't</i> to give advice</li> <li>+ <i>have to</i> to express obligation or necessity</li> <li>- Consolidates ss more for ss to remember</li> </ul> <p><b>* Homework:</b> Asks Ss to:</p> <ul style="list-style-type: none"> <li>- Complete the exercises in their notebooks and study the forms and uses of the modals they have learnt.</li> <li>- Prepare <b>Communication</b> + do <b>Part B</b> in WB</li> </ul> |                                                                                                                                   |

**Week 10 - Period 30**

*Date of teaching: .... / .... / .....*

### UNIT 4: OUR CUSTOMS AND TRADITIONS

#### Lesson 4: Communication

#### **A. Objectives**

By the end of the lesson, ss will be able to have an opportunity to explore the table manners in th UK and compare them with those in Viet Nam.

# GIÁO ÁN MÔN TIẾNG ANH 8 THÍ ĐIỂM – THCS ĐÔNG QUANG

## 1. Knowledge:

- Vocabulary: prong; cutlery; palm; mat; host/ hostess.
- Grammar: Modals “should, shouldn’t”.

**2. Competence:** Group work, individual work, pair work, linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Be aware of protecting “custom and traditions”.

## B. Teaching aids:

**1. Teacher:** Textbooks, teaching plan, teacher’s book...

**2. Students:** Textbooks, notebooks...

## C. Procedures:

**1. Checking:** Asks Ss to use “must and mustn’t” to talk about some customs and traditions in Viet Nam. (3’)

## **2. New lesson:**

| Teacher's and students' activities                                                                                                                                                                                                                                                                                                                                 | The main contents                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <p align="center"><b>1. Warm- up (5’)</b></p> <p><b>a, Aim:</b> To provide Ss some background knowledge about the topic of the lesson.</p> <p><b>b, Contents:</b> Ss work in pairs to discuss the differences between 2 pictures.</p> <p><b>c, Outcome:</b> Ss can use find as many differences between 2 pictures as they can.</p> <p><b>d, Organization:</b></p> |                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <ul style="list-style-type: none"> <li>- T introduces two pictures in the book and asks Ss to discuss the differences between two pictures.</li> <li>- Ss work in pairs</li> <li>- Ss share their ideas.</li> <li>- T elicits the topic and lead in new lesson.</li> </ul>                                                                                         | <p><b>1. Discuss the differences between two pictures</b></p> <ul style="list-style-type: none"> <li>- In the 1<sup>st</sup> picture, people are sitting on the mat to have the meal. In the 2<sup>nd</sup> picture, they are sitting around the dining table.</li> <li>- In the 1<sup>st</sup> picture, people are using rice bowls and chopsticks. In the 2<sup>nd</sup> picture, they are using cutlery.</li> </ul> |
| <p align="center"><b>2. Presentation (5’)</b></p> <p><b>a, Aim:</b> To provide Ss some vocabulary related to the topic.</p> <p><b>b, Contents:</b> Ss work individually to study new words.</p> <p><b>c, Outcome:</b> Ss can know more vocabulary related to the topic.</p> <p><b>d, Organization:</b></p>                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <ul style="list-style-type: none"> <li>- T teaches the new words, using various techniques to teach vocabulary.</li> <li>- Ss listen and take notes.</li> </ul> <p>=&gt; Checking: <b>Rub out and remember</b></p>                                                                                                                                                 | <p><b>* New words:</b></p> <ul style="list-style-type: none"> <li>+ prong (n): đầu đĩa (phần có 13ang) (realia)</li> <li>+ palm (n): lòng bàn tay (visual)</li> <li>+ cutlery (n): bộ dao nĩa</li> <li>+ tray (n) khay/ mâm</li> <li>+ mat (n): cái chiếu</li> </ul>                                                                                                                                                   |

## GIÁO ÁN MÔN TIẾNG ANH 8 THÍ ĐIỂM – THCS ĐÔNG QUANG

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>+ host (n): nam chủ nhà &gt;&lt; hostess (n): nữ chủ nhà</p> <p>+ up-wards (a): hướng lên</p> <p>+ table manner (n): phép tắc ăn uống (trong bàn ăn)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p style="text-align: center;"><b>3. Practice (20')</b></p> <p><b>a, Aim:</b> To help Ss understand about table manners in Britain and table manner in their family.</p> <p><b>b, Contents:</b></p> <p>+ Ss work in pairs to write True or False.</p> <p>+ Ss work individually to listen and check.</p> <p>+ Ss work in pairs to discuss.</p> <p><b>c, Outcome:</b> Ss can understand about table manners in Britain and table manner in their family well.</p> <p><b>d, Organization:</b></p>                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p>- T asks Ss to read the sentences about table manners in England.</p> <p>- T asks Ss to work in pairs to decide if the statements are true or false. Ss do it.</p> <p>- T calls some Ss to give their answers.</p><br><p>- T asks Ss to listen to Nick giving a presentation on tables manners in Britain and check the answers.</p> <p>- Ss work individually to listen and check.</p> <p>- Ss listen to the recording twice. If there are any incorrect answers, T lets Ss explain why the sentences are false.</p><br><p>- T lets ss discuss in pairs if they know the same table manners in their family.</p> <p>- Ss work in pairs to discuss.</p> | <p><b>2. Write true or false.</b></p><br><p><b>3. Listen and check</b></p> <p>(1). <i>F (You hold the fork in the left hand and the knife in the right)</i></p> <p>(2). <i>T</i></p> <p>(3). <i>F (There is also a spoon and a fork for dessert.)</i></p> <p>(4). <i>T</i></p> <p>(5). <i>F ( You should never use your own cutlery to take more food from the serving dish spoon)</i></p> <p>(6). <i>F ( You should break off the bread with your hands )</i></p> <p>(7). <i>F ( Guests have to wait until the host or hostess starts eating.)</i></p> <p>(8). <i>T</i></p> <p><b>4. Discussion</b></p> <p>1. <i>We sit around a tray on a mat to have meals.</i></p> |

## GIÁO ÁN MÔN TIẾNG ANH 8 THÍ ĐIỂM – THCS ĐÔNG QUANG

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| <p>- T sets a time limit for this activity. T may quickly write some of the Ss' extra table manners on the board.</p>                                                                                                                                                                                                            | <p>2. <i>We use rice bowls and chopsticks.</i><br/> 3. <i>When chewing food we shouldn't talk.</i><br/> 4. <i>The host/ hostess invites everybody to start eating.</i><br/> 5. <i>The host/ hostess offers to serve the food to the guess.</i><br/> 6. <i>When we have finished eating, we place our chopsticks on top of our rice bowls.</i></p>                                                                                                                                 |
| <p><b>4. Application (10')</b></p> <p><b>a, Aim:</b> To help Ss talk about table manners in Viet Nam.<br/> <b>b, Contents:</b> Ss work in pairs to role play.<br/> <b>c, Outcome:</b> Ss can talk about table manners in Viet Nam fluently.<br/> <b>d, Organization:</b></p>                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p>- T asks Ss to work in pairs to role-play. Tell Ss that they can continue the conversation in the book or make up their own.<br/> - Ss work in pairs to role play.<br/> - After some time, T calls some pairs to act out the conversation in front of the class.<br/> - T gives praise and feedback on Ss' conversations.</p> | <p><b>5. Role play</b><br/> <i>Minh: Hey Jessica! My family would like to invite you to dinner.</i><br/> <i>Jessica: Oh, that's nice but... I don't know anything about Vietnamese table manners.</i><br/> <i>Minh: Well, what do you want to know?</i><br/> <i>Jessica: Well, do you eat around the dinner table like in Britain?</i><br/> <i>Minh: No, actually we sit on a mat with the food in the middle.</i><br/> <i>Jessica: You're kidding!</i><br/> <i>Minh: ...</i></p> |

### 3. Consolidation and guides for homework (2')

**\* Consolidation:**

- Asks ss to recall the main contents of the lesson.
- + *should/ shouldn't* to give advice
- + *the differences in table manners (between the UK and Viet Nam)*
- Consolidates ss more for ss to remember.

**\* Homework:** Asks Ss to:

- Complete exercises in the WB.
- Learn by heart the new words.

**Week 11 - Period 32**

*Date of teaching: .... / .... / .....*

## UNIT 4: OUR CUSTOMS AND TRADITIONS

### Lesson 5: Skills 1

# GIÁO ÁN MÔN TIẾNG ANH 8 THÍ ĐIỂM – THCS ĐÔNG QUANG

## A. Objectives

By the end of the lesson, ss will be able to:

- Scan for specific information about an essay (about 150 words) of customs and traditions.
- Skim for general information about an essay (about 150 words) of customs and traditions.
- Talk about the customs and traditions in their own family.

## **1. Knowledge:**

- Vocabulary: recognize some lexical items related to the topic “customs” and “tradition”
- Grammar: Use present simple to can talk about the customs and traditions in their own family.

**2. Competence:** linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Be aware of protecting “custom and traditions”.

## B. Teaching aids:

**1. Teacher:** Textbooks, teaching plan, teacher’s book...

**2. Students:** Textbooks, notebooks...

## C. Procedures:

**1. Checking:** During the lesson.

**2. New lesson:**

| Teacher's and students' activities                                                                                                                                                                                                                                                      | The main contents                                                                                                                                                                                                                                                   |
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| <b>1. Warm up (5')</b><br><b>a, Aim:</b> To provide Ss' some background knowledge about the topic of the reading text.<br><b>b, Contents:</b> Ss work in pairs to answer the questions.<br><b>c, Outcome:</b> Ss can identify the topic of the reading text.<br><b>d, Organization:</b> |                                                                                                                                                                                                                                                                     |
| <ul style="list-style-type: none"><li>- T asks ss to look at the pictures in and answer the questions in pairs.</li><li>- Ss work in pairs to answer the questions.</li><li>- T elicits answers from Ss.</li><li>- T leads in new lesson.</li></ul>                                     | <b>1. Look at the pictures and answer the questions</b><br><b>=&gt; Suggested answers:</b><br>+ <i>Picture 1: A family is celebrating a birthday.</i><br>+ <i>Picture 2: People are making Chung cake.</i><br>+ <i>Picture 3: A family is at an amusement park.</i> |
| <b>2. Presentation (5')</b><br><b>a, Aim:</b> To help Ss skim for general information about reading text.<br><b>b, Contents:</b> Ss work individually to answer the question.                                                                                                           |                                                                                                                                                                                                                                                                     |

## GIÁO ÁN MÔN TIẾNG ANH 8 THÍ ĐIỂM – THCS ĐÔNG QUANG

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| <p><b>c, Outcome:</b> Ss can identify the general information of the reading text.</p> <p><b>d, Organization:</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                    |
| <p>- T asks ss to look at the pictures and sets the scene: <i>We are going to read Mi's presentation on customs and traditions.</i></p> <p>+ <i>Is she writing about her family or her society.</i></p> <p>- Ss work individually to answer the question. Then Ss give the answers.</p> <p>- T elicits the guessing answers from Ss.</p>                                                                                                                                                                                                                                         | <p><b>1. Reading</b></p> <p><b>2. Read Mi's presentation on customs and traditions. Is she writing about her family or her society?</b></p> <p><b>Key:</b> She is writing about her family.</p>                                                                                                                    |
| <p><b>3. Practice (25')</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                    |
| <p><b>a, Aim:</b></p> <p>+ To help Ss scan for specific information about reading text.</p> <p>+ To help Ss ask and answer about the customs and traditions in their family</p> <p><b>b, Contents:</b></p> <p>+ Ss work individually to write A, B or C in the blank.</p> <p>+ Ss work in pairs to answer the questions.</p> <p>+ Ss work in pairs to discuss the questions.</p> <p><b>c, Outcome:</b> Ss can identify the specific information of the reading text and ask and answer about the customs and traditions in their family well.</p> <p><b>d, Organization:</b></p> |                                                                                                                                                                                                                                                                                                                    |
| <p>- T asks Ss to read the statements and underline the key words. Then read through the passage quickly and locate the key words.</p> <p>- T asks Ss to stop to read the part that includes the key words more carefully to make sure the information matches.</p> <p>- T may model with the first statement.</p> <p>- Asks Ss to work individually then compare their answers with a classmate before giving the answers to T. Ss do it.</p> <p>- T corrects and gives feedback.</p>                                                                                           | <p><b>3. Now decide in which paragraph each detail below is mentioned. Write A, B or C in the blank.</b></p> <p><b>Key:</b></p> <p>1. <i>C</i>    2. <i>A</i>    3. <i>C</i></p> <p>4. <i>B</i>    5. <i>A</i>    6. <i>B</i></p> <p><b>4. Read the text again and answer the questions</b></p> <p><b>Key:</b></p> |

**GIÁO ÁN MÔN TIẾNG ANH 8 THÍ ĐIỂM – THCS ĐÔNG QUANG**

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| <ul style="list-style-type: none"> <li>- T asks Ss to answer the question in pairs. Ss do it.</li> <li>- T asks some pairs to read the answers. Some Ss read.</li> <li>- T checks and corrects.</li> </ul>                                                                                                                                                                                     | <ol style="list-style-type: none"> <li>1. <i>They are: having lunch together on the second day of Tet, spending Sunday together, and celebrating her grandparents' wedding anniversary on the first Sunday of October.</i></li> <li>2. <i>They usually go to the cinema or go for a picnic together.</i></li> <li>3. <i>They don't remember.</i></li> <li>4. <i>They made five-colored sticky rice served with grilled chicken.</i></li> <li>5. <i>They love family customs and traditions because they provide a sense of belonging.</i></li> </ol> <p><b>II. Speaking</b></p> <p><b>5. Work in pairs and discuss the questions.</b></p> <p>=&gt; <b>Example:</b></p> <p>A: <i>What are the three customs and traditions you like most in your family? Describe them in detail.</i></p> <p>B (Hoa): <i>The three customs and traditions I like most in my family are: <u>having dinner together on Sundays, going on holiday together in summer and visiting our relative together on the first day of Tet.</u></i></p> <p>A: <i>How do you feel when you take part in these customs and traditions?</i></p> <p>Hoa: <i>I feel <u>so happy and excited.</u></i></p> <p>A: <i>Why is it important to continue family customs and traditions?</i></p> <p>B: <i>Because <u>they provide our family with a sense of belonging.</u></i></p> |
| <p style="text-align: center;"><b>4. Application (8')</b></p> <p><b>a, Aim:</b> To help Ss present the customs and traditions in context.</p> <p><b>b, Contents:</b> Ss work in pairs to answer the questions. Then work individually to present in front of the class.</p> <p><b>c, Outcome:</b> Ss can talk about customs and traditions in context well.</p> <p><b>d, Organization:</b></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <ul style="list-style-type: none"> <li>- Now T tells ss that two pairs of Ss join together. One pair interviews the other.</li> <li>? <i>Spend a few minutes preparing the findings to the whole class.</i></li> </ul>                                                                                                                                                                         | <p><b>6. Interview another pair to get their answers to the questions in 5. Note down their answers in the table below. Then present what you have found out to the class.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

## GIÁO ÁN MÔN TIẾNG ANH 8 THÍ ĐIỂM – THCS ĐÔNG QUANG

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| <p>? Interview each other in pairs<br/>? Report the findings to the whole class.</p> <ul style="list-style-type: none"> <li>- Ss work in pairs to interview.</li> <li>- Ss present in front of the class.</li> <li>- Teacher monitors and gets feedback.</li> </ul> | <p>Example:<br/><b>Names of interviewees:</b> Hoa<br/><b>Question 1:</b><br/>- <i>having dinner together on Sundays,</i><br/>- <i>going on holiday together in summer and visiting our relative together on the first day of Tet.</i><br/><b>Question 2:</b> <i>happy and excited.</i><br/><b>Question 3:</b> <i>provide our family with a sense of belonging.</i><br/><b>=&gt; Presentation:</b><br/><b>E.g:</b> <i>Hoa likes having dinner together on Sundays, going on holiday together in summer and visiting our relative together on the first day of Tet. She feels happy. These customs and traditions provide her family with a sense of belonging.</i></p> |
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### 3. Consolidation and guides for homework (2')

#### \* Consolidation:

- Asks ss to recall the main contents of the lesson.
- Consolidates ss more for ss to remember.

#### \* Homework: Asks Ss to:

- + complete the exercises in their notebooks.
- + translate the text into Vietnamese.
- + prepare **Skills 2** + do **Part B** in WB.

**Week 11 - Period 33**

*Date of teaching: .... / .... / .....*

## UNIT 4: OUR CUSTOMS AND TRADITIONS

### Lesson 6: Skills 2

#### A. Objectives

By the end of the lesson, ss will be able to:

- Listen to get specific information about a traditional dance of an ethnic.
- Write a description of a traditional Japanese dance.

#### **1. Knowledge:**

- Vocabulary: recognize some lexical items related to the topic “customs” and “tradition”
- Grammar: use present simple to describe Xoe dance.

**2. Competence:** linguistic competence, cooperative learning and communicative competence.

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**3. Behavior:** Be aware of protecting “custom and traditions”.

### **B. Teaching aids:**

**1. Teacher:** Textbooks, teaching plan, teacher’s book...

**2. Students:** Textbooks, notebooks...

### **C. Procedures:**

**1. Checking:** Ss talk about their family’s customs and traditions (3’)

### **2. New lesson:**

| Teacher's and students' activities                                                                                                                                                                                                                                                                                                                                                                                                              | The main contents                                                                                                                                                                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1. Warm- up (3’)</b>                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                          |
| <p><b>a, Aim:</b> To provide Ss some background knowledge about the topic of the listening text.</p> <p><b>b, Contents:</b> Ss work in individually to answer the question.</p> <p><b>c, Outcome:</b> Ss can identify the topic of the listening text.</p> <p><b>d, Organization:</b></p>                                                                                                                                                       |                                                                                                                                                                                                                                                                                          |
| <ul style="list-style-type: none"> <li>- T asks Ss to look at the picture and answer the question: <i>What tradition do you think this is?</i> Ss work individually to answer the question,</li> <li>- T elicits Ss’ answers and have them share as much information as possible. Ss share their answers.</li> <li>- T writes the name of the traditional dance on the board: <i>The Xoe dance</i></li> <li>- T leads in new lesson.</li> </ul> | <p><b>1. Questions and answers</b></p> <p>The Xoe dance</p>                                                                                                                                                                                                                              |
| <b>2. Presentation (5’)</b>                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                          |
| <p><b>a, Aim:</b> To provide Ss some lexical items related to the topic “traditions and customs”.</p> <p><b>b, Contents:</b> Ss work in individually to study the vocabulary.</p> <p><b>c, Outcome:</b> Ss can recognize some lexical items related to the topic to understand the listening text.</p> <p><b>d, Organization:</b></p>                                                                                                           |                                                                                                                                                                                                                                                                                          |
| <ul style="list-style-type: none"> <li>- T uses different techniques to teach vocabulary (situation, realia, examples...), follows the seven steps of teaching vocabulary.</li> <li>- Ss listen carefully the T’s modeling twice, repeat in chorus and individually. Then copy all the words</li> </ul>                                                                                                                                         | <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>+ express (v): biểu lộ, bày tỏ</li> <li>+ reflect (v): phản ánh</li> <li>+ typical (adj): tiêu niếu</li> <li>+ honour (v): ca ngợi, thể hiện sự tôn kính</li> <li>+ Obon festival(n): lễ Vu Lan của Nhật Bản</li> </ul> |

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| => <b>Checking:</b> Matching                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | + reunite (v): họp lại, xum họp<br>+ conical hat (n): cái nón                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p style="text-align: center;"><b>3. Practice (25')</b></p> <p><b>a, Aim:</b><br/>           + To help Ss to listen to get specific information about a traditional dance of an ethnic group in Viet Nam.<br/>           + To help Ss know how to write a description of a traditional Japanese dance.</p> <p><b>b, Contents:</b><br/>           + Ss work in individually to listen and complete the sentences.<br/>           + Ss work individually to tick True or False.<br/>           + Ss work in pairs to make complete sentences, using the information given.<br/>           + Ss work individually to write a description of Obon dance.</p> <p><b>c, Outcome:</b> Ss can listen to get specific information about a traditional dance of an ethnic group in Viet Nam and know how to write a description of a traditional Japanese dance well.</p> <p><b>d, Organization:</b></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <ul style="list-style-type: none"> <li>- T asks the Ss to listen and complete the table. Ss work individually to listen.</li> <li>- T asks Ss to compare their answers with their friends. Ss do it.</li> <li>- T asks some Ss to read the answers. Ss read their answers.</li> <li>- T checks and corrects. Ss take notes in their notebooks.</li> <br/> <li>- T asks the Ss to do task 3 individually. Ss do it.</li> <li>- T asks Ss to compare their answers in groups. Ss do it.</li> <li>- T asks some Ss to read the answers. Some Ss read.</li> <li>- T checks and corrects.</li> <br/> <li>- T asks ss to work in pairs and make sentences using the given information. Ss work in pairs to do the task.</li> </ul>                                                                                                                                                                   | <p><b>I. Listening</b><br/> <b>2. Listen and complete the sentences.</b><br/> <b>Keys:</b><br/>           1. <i>happy and wealthy</i><br/>           2. <i>private gatherings</i><br/>           3. <i>30</i><br/>           4. <i>the circle dance</i><br/>           5. <i>social</i><br/>           6. <i>fire</i><br/>           7. <i>music</i><br/>           8. <i>culture and lifestyle</i></p> <p><b>3. Listen to the passage and tick (v) true or false</b><br/> <b>Key:</b><br/>           1. <i>T</i>    2. <i>F</i>    3. <i>F</i>    4. <i>T</i>    5. <i>T</i></p> <p><b>II. Writing</b><br/> <b>4. Read about a traditional Japanese dance. Make complete sentences, using the information given</b><br/> <b>Possible answer:</b></p> |

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| <ul style="list-style-type: none"> <li>- T should move around to give comments as there may not be enough time for checking with the whole class.</li> <li>- T calls on ss to write the sentences on the board and check them with the whole class. Ss write answers on the board.</li> <li>- Then T has Ss write the description at home and bring it back in the next lesson. Ss do it.</li> <li>- T asks Ss to write the description individually basing on the sentences they have made, beginning with the given sentence.</li> <li>- Ss work individually to write the description.</li> </ul> | <ul style="list-style-type: none"> <li>+ <i>The Obon is the traditional Japanese dance.</i></li> <li>+ <i>The dance expresses people's honouring to their ancestors.</i></li> <li>+ <i>They perform the Obon dance in mid-August in many regions of Japan and in mid-July in other regions.</i></li> <li>+ <i>There are different Obon dance forms in different regions.</i></li> <li>+ <i>The most typical dance is circle dance.</i></li> <li>+ <i>They make a circle round a yagura, a high wooden stage, some dancer move clockwise, and some counter- clockwise.</i></li> <li>+ <i>Because it is one of the most important traditions. Lots of people come back to reunite with their families during the Obon festival.</i></li> </ul> <p><b>5. Write a description of Obon dance</b></p> |
| <p><b>4. Application (7')</b></p> <p><b>a, Aim:</b> To help Ss realize their writing mistakes.</p> <p><b>b, Contents:</b> Ss work in pairs to exchange their writing and find the mistakes in the writing.</p> <p><b>c, Outcome:</b> Ss can recognize their writing mistakes and know how to correct it.</p> <p><b>d, Organization:</b></p>                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <ul style="list-style-type: none"> <li>- T lets ss exchange their descriptions to spot any mistakes. Ss do it in pairs.</li> <li>- T asks ss to share with the whole class. Ss do it.</li> <li>- T may collect some Ss' work to mark at home or asks them to review the descriptions as homework.</li> <li>- In this case, T asks for Ss' revised work in the next lesson.</li> </ul>                                                                                                                                                                                                                | <p><b>6. Exchange the writing</b></p> <p>=&gt; <b>Suggested writing:</b> <i>There is a tradition in Japan that people perform the Obon dance during the Obon festival. The dance expresses people's honouring to their ancestors. The Obon dance are performed in mid-August in many regions of Japan and in mid-July in other regions. There are different Obon dance forms in different regions but the most typical dance is circle dance. In circle dance, people make a circle round a yagura, a high wooden stage, some</i></p>                                                                                                                                                                                                                                                           |

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|  | <i>dancer move clockwise, and some counter- clockwise. It's necessary for Japanese to continue this tradition because it is one of the most important traditions. Lots of people come back to reunite with their families during the Obon festival.</i> |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### 3. Consolidation and guides for homework (2')

#### \* **Consolidation:**

- Asks ss to recall the main contents of the lesson
- Consolidates ss more for ss to remember

#### \* **Homework:** - Asks ss to:

- + Complete the writing in notebooks.
- + Prepare **Looking back and Project** + do **Part B** in WB.

**Week 12 - Period 34**

*Date of teaching: .... / .... / .....*

## UNIT 4: OUR CUSTOMS AND TRADITIONS

### Lesson 7: Looking back and Project

#### **A. Objectives**

By the end of the lesson, ss will be able to complete doing the activities well and master the Vocabulary and Grammar in Unit 4.

#### **1. Knowledge:**

- Vocabulary: lexical items related to the topic “*Customs and traditions*”
- Grammar: Should/ shouldn't/ have to/ must.

**2. Competence:** linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Be aware of protecting “custom and traditions”.

#### **B. Teaching aids:**

**1. Teacher:** Textbooks, teaching plan, teacher's book...

**2. Students:** Textbooks, notebooks...

#### **C. Procedures:**

**1. Checking:** During the lesson.

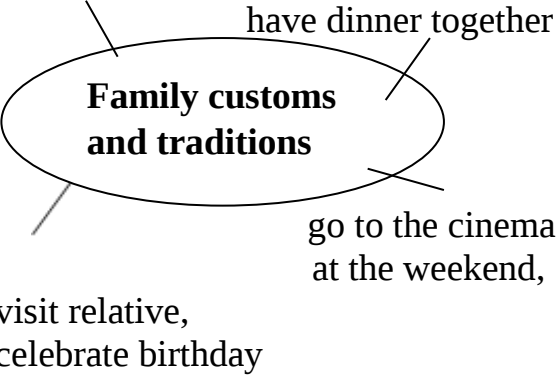
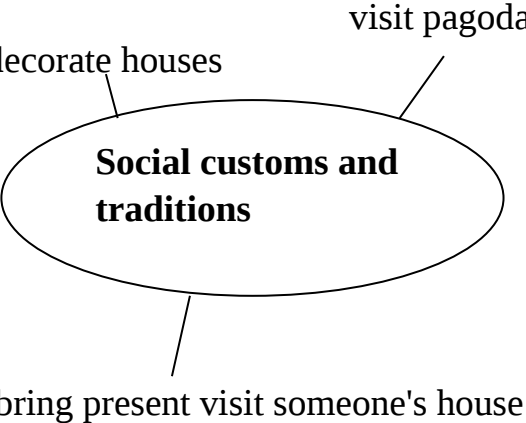
**2. New lesson:**

| Teacher's and students' activities                                  | The main contents |
|---------------------------------------------------------------------|-------------------|
| <b>1. Vocabulary (18')</b>                                          |                   |
| <i>a, Aim:</i> To help Ss review the vocabularies they have learnt. |                   |
| <i>b, Contents:</i>                                                 |                   |

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| <p>+ Ss work individually to complete the sentences with the words or phrases from the box.</p> <p>+ Ss work in pairs to write the sentences with the following expressions.</p> <p>+ Ss work in groups to complete the following word webs.</p> <p><b>c, Outcome:</b> Ss can review the vocabularies they have learnt and do vocabulary exercises correctly.</p> <p><b>d, Organization:</b></p>                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p>- T asks the Ss to look at the picture and answer the question. Ss look and answer.</p> <p>- T asks Ss to do task 1 individually. Ss do it.</p> <p>- T asks Ss to compare their answers in pairs. Ss do it.</p> <p>- T asks some Ss to read the answers. Some Ss read.</p> <p>- T checks and corrects.</p><br><p>- T asks the Ss to do task 2 in pairs. Ss do it.</p> <p>- T asks some Ss to read the answers. Some Ss read.</p> <p>- T checks and corrects.</p> | <p><b>I. Vocabulary</b></p> <p><b>1. Complete the sentences with the words or phrases from the box</b></p> <p><b>Key:</b></p> <ol style="list-style-type: none"> <li>1. <i>respect</i></li> <li>2. <i>worshipping</i></li> <li>3. <i>wrap</i></li> <li>4. <i>host</i></li> <li>5. <i>cutlery</i></li> <li>6. <i>generations</i></li> </ol><br><p><b>2. Write the sentences with the following expressions.</b></p> <p><b>=&gt; Examples:</b></p> <p>(1). <i>There is a tradition in Japan that people perform the Obon dance during the Obon festival.</i></p> <p>(2). <i>According to tradition, Thai people perform xoe dance performed in both public and private gathering such as celebrations, festivals or family reunions.</i></p> <p>(3). <i>The Bru-Van Kieu people follow the tradition of growing rice on terraced fields.</i></p> <p>(4). <i>Nowadays, a lot of young people break with tradition by wearing shorts when going to the pagoda.</i></p> <p>(5). <i>Many ethnic minorities in the northern mountainous regions have the custom of making five-coloured sticky</i></p> |

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| <ul style="list-style-type: none"> <li>- T draws four word webs on the board.</li> <li>- T lets Ss work in two teams to write down as many family and social customs and traditions in the word webs as possible. Ss work in groups to do the task.</li> <li>- T has two Ss write their answers on the board. Ss do it.</li> <li>- T and other Ss comment on the answers. This is an open activity, so T should accept all the answers provided that they are right.</li> </ul>                                        | <p><i>rice at Tet, in festivals and ceremonies, on special occasions, and whenever the family has guests.</i></p> <p><b>3. Complete the following word webs.</b></p> <p>Family customs and traditions</p>  <p>have dinner together</p> <p>go to the cinema at the weekend,</p> <p>visit relative, celebrate birthday</p> <p>Social customs and traditions</p>  <p>visit pagoda</p> <p>decorate houses</p> <p>bring present visit someone's house</p> |
| <p style="text-align: center;"><b>2. Grammar (12')</b></p> <p><b>a, Aim:</b> To help Ss listen to review should/ shouldn't; have to.</p> <p><b>b, Contents:</b></p> <ul style="list-style-type: none"> <li>+ Ss work individually to complete the sentences using should or shouldn't.</li> <li>+ Ss work individually to underline one mistake and correct.</li> </ul> <p><b>c, Outcome:</b> Ss can review the grammar points they have learnt and do grammar exercises correctly.</p> <p><b>d, Organization:</b></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <ul style="list-style-type: none"> <li>- T review.</li> <li>- Ss take notes.</li> <li>- T asks the Ss to do task 4 individually. Ss do it.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                  | <p><b>II. Grammar</b></p> <p>We use should/ shouldn't to give an advice.</p> <p>We use “Have to” to express obligation and necessity.</p> <p><b>4. Complete the sentences using should or shouldn't.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                              |

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| <ul style="list-style-type: none"> <li>- T asks Ss to compare their answers in pairs. Ss do it.</li> <li>- T asks some Ss to read the answers. Some Ss read.</li> <li>- T checks and corrects.</li> <br/> <li>- T asks the Ss to do task 5 individually. Ss do it.</li> <li>- T asks Ss to compare their answers in pairs. Ss do it.</li> <li>- T asks some Ss to read the answers. Some Ss read.</li> <li>- T checks and corrects.</li> </ul>                                                                                                                                      | <p><b>Key:</b></p> <ol style="list-style-type: none"> <li>1. <i>should wait</i></li> <li>2. <i>shouldn't use</i></li> <li>3. <i>shouldn't break</i></li> <li>4. <i>should follow</i></li> <li>5. <i>shouldn't touch</i></li> </ol> <p><b>5. Underline one mistake and correct.</b></p> <p><b>Key:</b></p> <ol style="list-style-type: none"> <li>1. <i>have to</i></li> <li>2. <i>shouldn't</i></li> <li>3. <i>have to have</i></li> <li>4. <i>should</i></li> <li>5. <i>have to avoid</i></li> </ol> |
| <p style="text-align: center;"><b>3. Communication (8')</b></p> <p><b>a, Aim:</b> To help Ss talk about customs and tradition.</p> <p><b>b, Contents:</b> Ss work in groups to play the game.</p> <p><b>c, Outcome:</b> Ss can talk about customs and tradition fluently.</p> <p><b>d, Organization:</b></p>                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <ul style="list-style-type: none"> <li>- Asks ss to work in groups to play the game.</li> <li>- Chooses one student is the group secretary.</li> <li>- Lets ss take turns to choose one of the scenarios for each other.</li> <li>- Asks the secretary writes down the advice each member gives.</li> <li>- Votes for the person giving the best advice.</li> </ul> <p><b>=&gt; Finished!</b></p> <ul style="list-style-type: none"> <li>- Asks ss to complete the self-assessment.</li> <li>- Identifies any difficulties and weak areas and provides further practice.</li> </ul> | <p><b>III. Communication</b></p> <p><b>Game: WHAT SHOULD YOU DO</b></p> <p><b>=&gt; Example:</b></p> <p>A: <i>I've been invited to dinner at a British family.</i></p> <p>B: <i>You <u>should arrive on time.</u></i></p> <p>C: <i>When you finish eating, you <u>should place your knife and fork with the prongs upwards on your plate.</u></i></p> <p>D: .....</p>                                                                                                                                 |
| <p style="text-align: center;"><b>4. Project (5')</b></p> <p><b>a, Aim:</b> To help Ss talk about customs and tradition.</p> <p><b>b, Contents:</b> Ss work in groups to play the game.</p> <p><b>c, Outcome:</b> Ss can talk about customs and tradition fluently.</p> <p><b>d, Organization:</b></p>                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

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| - T guides the Ss to do project at home.<br>- Ss work in groups to do the project at home. | <b>PROJECT: How they have changed</b> |
|--------------------------------------------------------------------------------------------|---------------------------------------|

### 3. Consolidation and guides for homework (2')

\* **Consolidation**- Asks ss to recall the main contents of the lesson.

- Consolidates ss more for ss to remember.

\* **Homework**: Asks ss to:

+ complete the writing in notebooks

+ prepare **Unit 5 – Getting started** + do **Part D** in workbook.

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