

PERIOD 42:

UNIT 5: CULTURAL IDENTITY

Getting started - Preserving cultural identity

+ Language (Vocabulary)

Aims and Objectives:

- To teach Ss to listen and read a conversation about cultural identity and do some tasks
- To teach some lexical items related to the topic cultural identity.
- At the end of the lesson, students will be able to:
 - + have general ideas about cultural identity
 - + identify cause & effect relationships by answering the questions.
 - + find meaning of difficult words by inferring from contextual clues
 - + use the words and phrases related to cultural identity.
 - + know about the use of The present perfect vs. the present perfect continuous.

Teaching aids : video clip, pictures, handouts

Methods: Integrated, mainly communicative.

Skills: - Reading for gist and for specific information.

- Skimming and scanning reading
- Listening skill

Procedures:

T	CONTENT	ACTIVITIES
5'	<p>* Warm-up: Watch a video clip and answer the questions:</p> <p>1. Where are the people in the clip from? → Thailand, Japan, Korea, China, Vietnam, India, the Philippines.</p> <p>2. How can you recognize them? → Their traditional costumes and music.</p>	<p>- T plays a video clip and asks Ss to answer the questions.</p>

Lead in: *This is cultural identity.*

8'

I. Activity 1: Listen and read

Suggested answer:

They are three students and their teacher. They are probably talking about Japanese culture (food, clothing, etc.)

→ What do you know about the Japanese's culture?

- Language
- National flower
- Traditional costumes, food...etc.



*** Pre teach Vocabulary:**

- Cultural identity (n): /'kʌltʃərəl aɪ'dentəti/ Bản sắc văn hóa
- Traditional costumes (n) /trə'dɪʃənl 'kɒstjʊ:m/
Trang phục truyền thống
- Cultural practices (n) Phong tục văn hóa
- cherry blossom festival: lễ hội hoa anh đào nở
- motherland /'mʌðəlænd/ (n) quê hương
- family history (n): tiền sử gia đình

II. Activity 2: Complete the diagram:

Key:

- | | | |
|-------------|-----------------------|-------------|
| 1. language | 2. food | 3. clothing |
| 4. beliefs | 5. cultural practices | |

Ask Ss to look at the picture of the four people and guess who they are and what they are talking about.

- Tell Ss that they are going to listen to a classroom discussion between students and their teacher.
- Play the recording. Ask Ss to listen and read silently.

- T explains some new words.

Ask Ss to complete the diagram individually first, and then compare their answers with a partner.

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10	<p>III. Activity 3: Answer the questions:</p> <p>Key:</p> <ol style="list-style-type: none"> 1. Because it's essential to understand their family history and traditions. 2. They wear kimonos on special occasions and celebrate Japanese festivals. They eat <i>sushi</i>, <i>sashimi</i> and <i>udon</i> noodles. They also speak Japanese at home. 3. She doesn't know whether her home is Japan, where her parents come from, or Viet Nam, where she was born and grew up. 4. (Suggested answer) Language: Vietnamese; food: square and round sticky rice cakes, <i>pho</i>; clothing: <i>ao dai</i>, <i>ao ba ba</i>; beliefs: ancestor worship (= thờ cúng tổ tiên); cultural practices: Hung Kings' Festival, <i>Quan ho</i> singing <p>IV. Activity 4: Find the verb or adjective that goes with each of the following nouns or noun phrases. If necessary, use a dictionary to check the meaning:</p> <p>Key:</p> <table style="width: 100%; border: none;"> <tr> <td style="padding-right: 20px;">1. express / protect</td> <td style="padding-right: 20px;">2. traditional</td> <td>3. cultural</td> </tr> <tr> <td>4. understand</td> <td>5. maintain</td> <td></td> </tr> </table>	1. express / protect	2. traditional	3. cultural	4. understand	5. maintain		<p>Have Ss read the questions and discuss their answers with a partner.</p> <ul style="list-style-type: none"> • Encourage Ss to provide reasons for their answers. Ask them to refer back to the conversation to get the necessary information. • Elicit answers from Ss and write the best ones on the board. <ul style="list-style-type: none"> • Ask Ss to read the conversation again and find the verbs or adjectives that go with the given nouns or noun phrases. • Have Ss use a dictionary to check the meaning of these words and phrases <p>Ask Ss to write the correct tenses of the verbs in brackets first, and then have them read the conversation to check their answers.</p>
1. express / protect	2. traditional	3. cultural						
4. understand	5. maintain							
5'	<p>V. Activity 5: Read the conversation again and write the correct tenses of the verbs in brackets.</p> <p>Key:</p> <ol style="list-style-type: none"> 1. have been living (Note: The present perfect is also possible: 'My parents have lived ...') 2. 've been 	<p>Go through the words and phrases in the box and check Ss' understanding.</p> <ul style="list-style-type: none"> • Draw Ss' attention to the spelling of <i>custom</i> and <i>costume</i>. • Ask Ss to read the conversation again and guess 						

5	<p>VI. Language: Vocabulary:</p> <p>1. Activity 1: Write the words or phrases given in the box next to their meanings:</p> <p>* Key:</p> <ol style="list-style-type: none"> 1. national costumes 2. assimilate 3. custom 4. maintain 5. cultural practices 6. multicultural 	<p>the meaning of <i>national costumes</i> and <i>cultural practices</i>.</p> <ul style="list-style-type: none"> • Ask Ss to use a dictionary or refer to the glossary of the book to find the meaning of the words they do not know. • Ask Ss to match the words or phrases with their meanings. 						
6	<p>2. Activity 2: Complete the sentences with the correct forms of the words in 1:</p> <p>Key:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. cultural practices</td> <td style="width: 50%;">4. maintain</td> </tr> <tr> <td>2. custom</td> <td>5. multicultural</td> </tr> <tr> <td>3. national costumes</td> <td>6. assimilated</td> </tr> </table>	1. cultural practices	4. maintain	2. custom	5. multicultural	3. national costumes	6. assimilated	<p>Ask Ss to pay attention to the context in which the words in 1 are used.</p> <ul style="list-style-type: none"> • Have Ss complete the sentences individually, and then compare them in pairs. Check answers as a class
1. cultural practices	4. maintain							
2. custom	5. multicultural							
3. national costumes	6. assimilated							
1'	<p>* Homework: Prepare for the next lesson: Language</p>							

PERIODS 43 + 44:

UNIT 5: CULTURAL IDENTITY
Language + Looking back
(Pronunciation + Grammar)

OBJECTIVES :

1. EDUCATIONAL AIMS : At the end of the lesson, students will be able to:

- use lexical items related to vocabulary with words or phrases related to cultural identity.
- use assimilation.
- understand and use The present perfect vs. the present perfect continuous and Repeated comparatives to say that something is changing.

2. KNOWLEDGE : Information about cultural identity

Pronunciation and grammar

LANGUAGE : Words and phrases related to cultural identity.

Sentences related to above grammars

3. SKILLS : Listening and fluency in talking about cultural identity

METHOD : Integrated, mainly communicative

TEACHING AIDS : Handouts, CD player

PROCEDURE :

T	CONTENT	ACTIVITIES
5'	PERIOD 43: * Check-up:	
5'	* Warm-up: → Lead into the new lesson:	
7'	I. Pronunciation: Assimilation: LANGUAGE: 1. Activity 1: Listen and repeat. Pay attention to the pronunciation of the underlined sounds.	- Explain the process of assimilation to Ss.

2. Activity 2: Listen and repeat the following sentences spoken in fast, connected speech.

1. He experienced great culture shock when he first came to Europe. t→k t→k
2. The man in the red car over there is a good cook. d→g d→g
3. Please don't leave the garden gate open. n→ŋ
4. You can express your opinions at the end of this show. s→ʃ s→ʃ
5. There's a quiz show on Channel 7 tonight. z→ʒ

LOOKING BACK:

1. Activity 1: Underline the sounds that can be affected by assimilation.

*** Key:**

1. Grand Canyon, Golden Gate
2. dress shop, Alice showed, nice shoes
3. Where's s your, credit card
4. Indian cuisine, had gained, in Canada
5. foreign country, secondc-class

2. Activity 2: Listen and repeat the sentences in 1

Note:

/d/ in 'Grand Canyon' and 'second-class' can be dropped before /k/, and then the sound /n/ before /k/ becomes /ŋ/.

1. Grand nd Canyon 5. second nd-class
- ŋ-k ŋ-k

II. Grammar:

The present perfect and present perfect continuous:

LANGUAGE:

- Asks Ss to study the Do you know...? box.
- Has Ss listen to the tape to do activity 1.
- Has Ss work in pairs, reading the words again.
- Calls some Ss to read out.
- Correct Ss' pronunciation if necessary.

Play the recording for Ss to repeat first chorally, and then individually in pairs.

- Help Ss to review the process of assimilation in this unit (/t, d, n/ before /k, g;/ /s, z/ before /ʃ, j/).
- Have Ss read the sentences and underline the sounds that can be affected by assimilation.
 - Ask Ss to work with a partner to compare their answers. Check answers as a class.

Play the recording. Have Ss listen and repeat.

- Ask some Ss to say these sentences aloud.

Give comments and praise Ss who can say the sentences naturally and

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Activity 1: Choose the correct Gerund (the -ing form) in the box to fill each gap:

* **Key:**

1. have cleaned
2. have been trying
3. has stood
4. has been working, has planted
5. have gone
6. haven't finished

LOOKING BACK:

Activity 1: Read the exchanges. Put the verbs in brackets in the present perfect or present perfect continuous. Use the passive voice if necessary.

* **Key:**

1. has become, have continued,
has been working
2. have never seen, have worn,
has even become

PERIOD 44: GRAMMAR: Repeated comparatives:

LANGUAGE:

Activity 2: Complete the following sentences with the correct forms of the words in brackets, using repeated comparatives:

* **Key:**

- | | |
|----------------------------|----------------------|
| 1. better and better | 2. higher and higher |
| 3. more and more difficult | 4. faster and faster |
| 5. fewer and fewer | 6. more and more |

fluently, and try to blend the final and initial sounds.

Have Ss review the uses of the present perfect and the present perfect continuous tenses.

- Ask Ss to read the two sentences in activity 5 (GETTING STARTED) again and to explain why the present perfect or the present perfect continuous tense is used in each sentence.
- Ask Ss to study the *Remember* box. Draw their attention to the rules and examples.
- Ask Ss to read each sentence in activity 1 carefully and decide whether the focus is on the action/event or the result of the action/event. Draw their attention to the time expressions used in sentences 2, 4 (*for many years, all morning*)

- Ask Ss to read through the two exchanges before deciding on the correct tense for each verb.
- Have Ss do the activity individually first, and then compare their answers in pairs. Check answers as a class.

Ask Ss to study the *Do you know ...?* box. Draw their attention to the formation of repeated comparatives.

- Explain the differences between

Notes:

- Repeated comparatives are formed by repeating the comparative form of an adjective or adverb.

They are used to describe a continuous change.

Example: I've worked very hard and my English is getting better and better.

- Double comparatives are written as one sentence with a comma separating the cause and the effect.

They are used to describe a cause-effect process.

Example: The better the quality of health care, the longer the life expectancy.

Activity 3: Use the information in the table to complete the sentences with repeated comparatives:

*** Key:**

1. is becoming colder and colder
2. are becoming lower and lower
3. More and more people
4. was driving faster and faster
5. Fewer and fewer customers

LOOKING BACK:

Activity 2: Read the situation and complete Andy's statements about himself, using repeated comparatives.

***Key:**

2. lower and lower
3. more and more difficult
4. more and more complicated
5. more and more
6. less and less

*** Homework:** Prepare for the next lesson: Reading

repeated comparatives and double comparatives in form and use.

- Ask Ss to complete the sentences, using the words in brackets and the structure of repeated comparatives.

Ask Ss to study the information in the table. Make sure they understand the increasing or decreasing trend in each situation.

- Ask Ss to read the sentences and think of a suitable verb, adjective/adverb, or determiner (*more/fewer*) that can be used in each sentence.

- Have Ss do the activity individually first, and then compare the answers in pairs. Check answers as a class.

- Have Ss complete the sentences, using the words in brackets to form repeated comparatives to describe the changes that Andy is going through.

- Allow Ss to do the activity individually first, and then compare their sentences in pairs. Check answers as a class

**PERIOD 45: UNIT 5: CULTURAL IDENTITY
READING**

I. Objectives: By the end of the lesson, Ss will be able to:

- Learn new vocabulary by finding words or expressions with the meanings given.
- Develop their reading skill through choosing the main idea for each paragraph.
- Skim and scan text for specific information in a passage about cultural identity in today's modern society.

II. Preparations: - Teacher: Handouts, textbook, pieces of papers, lesson plan and cassette.

- Students: Textbook

III. Methods: - The whole lesson: Integrated, mainly communicative.

Skill: Reading

IV. Procedures:

TEACHER'S ACTIVITIES	STUDENT'S ACTIVITIES
<p>I. Warm-up: 5 minutes T asks Ss some questions: a. What is cultural identity? b. What activities express cultural identity in your hometown? T leads to the new lesson.</p> <p>II. New lesson: 31 minutes Cultural identity in modern society Activity 1: Use a dictionary to find the meaning of the words or phrases in the box. -T asks Ss to look up these words provided. Then complete the sentences with their correct forms. Activity 2: Read the newspaper column about cultural identity. Four sentences have been removed from the column. Choose a sentence (a-d) to complete each gap (1-4) - T lets Ss scan the passage for general ideas. Then T gives cues using key words for each paragraph. -T checks with the whole class. Activity 3: Read the newspaper column again and answer the questions. -T has students work in pairs and practice asking and answering the questions. -T call on Ss to answer the questions.</p>	<p>Ss answer individually Keys: a. Cultural identity is an expression of a group of people with the same interest in foods/ clothes and custom. b. These activities are cook traditional foods/wear Ao Dai on special occasions/ give lucky money to children in Tet/...</p> <p>Activity 1: Ss use a dictionary to find the meanings of the words in the box. Key: 1.b 2.d 3.c 4.a</p> <p>Activity 2: Ss read the passage Ss work in pairs Answer: 1b, 2d, 3c, 4a</p> <p>Key: 1. They define themselves by (cultural identifiers such as) nationality ethnicity, location, history, language, gender, beliefs, customs, clothing and food. 2. In this stage, culture is taken for granted. Cultural ideas and values provided by families, communities or the media are easily accepted without much critical thinking. 3. They may become more curious, and willing to explore, analyses and compare their beliefs with other cultures. 4. When they develop a clear sense of cultural identity, know which social group they belong to, and feel satisfied with their cultural identity.</p>

III. Consolidation: 8 minutes

Activity 4: What should young people do to develop their cultural identity in today's modern society? Discuss with a partner.

- T has some pairs/ groups summarize their discussion and present the main points/ ideas to the rest of the class.

- T summarizes the main points of the lesson.

Introduction: What's cultural identity?

Body

1. Three stages of cultural of identity

The first stage

The second stage

The third stage

2. Origin of cultural identity

3. Problem arising

Conclusion

IV. Homework: 1 minute

- T asks students to learn by heart the new words and prepare for the next lesson.

5. Because access to the Internet and the media provides instant contact with many cultures.

6. First, they keep their cultural identity. Second, they assimilate into the new culture of the majority. Third, they integrate into the new cultural environment (keeping their cultural identity and flexibly adjusting to the different aspects of the new culture).

PERIOD 46:

UNIT 5: CULTURAL IDENTITY

Listening - Cultural diversity in Singapore

+ More exercises: Vocabulary

(Word form, Word choice, Synonyms + Antonyms...)

OBJECTIVES :

1. EDUCATIONAL AIMS : At the end of the lesson, students will be able to:

- listen for gist and specific information in a talk about cultural diversity in an Asian country.
- get some information about cultural diversity in Singapore.
- identify the meaning of words depending on the context.

2. KNOWLEDGE : Information about cultural diversity in Singapore.

LANGUAGE : Words and phrases related to cultural diversity.

3. SKILLS : Listening for gist and for specific information

METHOD : Integrated, mainly communicative

TEACHING AIDS : video, handouts, CD player

PROCEDURE :

T	CONTENT	ACTIVITIES
5' 5'	<p>* Check-up:</p> <p>* Warm-up: Watch a video clip and make guesses about the content of the listening text.</p> <p>https://youtu.be/yruUULavt3o (Cultural diversity in Singapore)</p> <p>→ Have you ever been to Singapore? What do you know about cultural diversity in Singapore?</p> <p>→ Lead into the new lesson.</p> <p>I. Pre Listening:</p>	<p>- Ask Ss to watch a video clip and make guesses about the content of the listening text.</p>

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1. Activity 1: You are going to listen to a talk about cultural diversity in Singapore. What do you know about this city-state? Look at the information below. Guess and write the name of each ethnic group in the blank.

Key:

- 1. Eurasians and other
- 2. Indians
- 3. Malays
- 4. Chinese

2. Activity 2: Work in pairs. Discuss and match the national costumes with their names.

Key:

- 1. d 2. a 3. c 4. b

3. Vocabulary:

- + Eurasian /ju:ˈreɪʃjən/ (n) người lai Âu Á
- + descent /dɪˈsent/ (n) nguồn gốc, dòng dõi; thế hệ, đời
- + Malay /məˈleɪ/ (n) người/tiếng Mã lai
- + merlion (n) một con thú đầu sư tử, mình cá
- + attire /əˈtaɪə/ (n) quần áo
- + mandarin /ˈmændərɪn/ (n) tiếng Quan thoại

II. While Listening:

Activity 3: Listen to a talk. What is the speaker talking about? Tick the correct boxes.

Key:

- 1. ✓ 4. ✓ 6. ✓

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- Have Ss work individually or in pairs to guess and write the name of each ethnic group in the blank.
- Encourage Ss to add any additional information that they may know from either reading about or visiting Singapore.
- Explain to Ss that the information in this activity can also help them to answer the questions in the listening activities.

Focus Ss' attention on the pictures and have them do the matching first individually, and then check with a partner.

T explains some vocabulary

- Check Ss' comprehension to make sure they are familiar with the language. Have them review the vocabulary in 3, if necessary.
- Play the recording non-stop so Ss can get the gist of the talk.
- Have Ss compare answers in pairs, and then check answers as a class.

- Ask Ss to read the questions and check their comprehension before playing the recording.
- Have Ss work in pairs first, and then check their answers as a class.

Activity 4: Listen again and complete the following sentences. Fill each blank with no more than four words or numbers:

Key:

1. 9 August 1965
2. wear their traditional clothing
3. Chinese men and women
4. hung over the shoulder
5. long-sleeved blouses
6. as Singaporeans first

8'

III. Post Listening:

Activity 5: Work in pairs. Ask and answer the following question:

What else do you know about the city-country and its culture?

Suggested answer:

There are a lot of other interesting things about Singapore:

- For example, Singapore is the English word for 'Singapura,' which means Lion City.

- The lion head symbol was introduced in 1986 as an alternative national symbol of Singapore. The lion head was chosen as a logo, as it best captures the characteristics of Singapore's reputation as a Lion City.

MORE EXERCISES: Handouts

1'

*** Homework:** Prepare for the next lesson: Writing

- Put Ss in pairs and let them ask and answer the question freely. If Ss have difficulty coming up with new ideas, give them some examples of cultural diversity.
- Ask pairs to summarise and briefly report their answers to the class.

PERIOD 47:

UNIT 5: CULTURAL IDENTITY

WRITING

I. Objectives: - By the end of the lesson, students will be able to:

- Know how to use words or phrases related to cultural identity.
- Learn about an essay about the most important cultural identity.
- Develop Ss' skill of writing an argumentative essay about the most important feature that defines someone's cultural identity.
- Develop the writing skills in general. Build up vocabulary supported for writing.

II. Preparations: - Teacher: Handouts, textbook, lesson plan and pieces of papers.

- Students: Textbook

III. Methods: - The whole lesson: Integrated, mainly communicative.

IV. Procedures:

TEACHER'S ACTIVITIES	STUDENT'S ACTIVITIES
<p>I. Warm-up: 5 minutes T asks Ss some questions a. What's cultural identifier? b. Which aspect of culture is the most important? T leads to the new lesson.</p> <p>II. New lesson: 34 minutes <i>What makes me Vietnamese</i> Task 1: Discuss the reasons why language is often considered the most important cultural identifier. - T tells students that they can refer back to the reading. - T asks students to read the example and discuss. - T encourages students to share their ideas.</p> <p>Task 2: Read the following argumentative essay on language as defining a person's cultural identity. Complete the essay, using the correct forms of the words in the box - T tells students that they are going to read an argumentative essay. Allow enough time for them to read through the text and work out the essay structure - T asks students to use a dictionary to check the meaning of difficult words and phrases. - T checks answers as a class.</p> <p>Voc 1. unify /'ju:nɪfaɪ/(v): thống nhất 2. unique /ju'ni:k/ (a): độc lập, duy nhất, chỉ có 1 3. unite /ju'nait/(v): đoàn kết</p> <p>Task 3: Which is the most important cultural identifier or the feature that defines your cultural identity? - T asks students to work independently and write their final essays incorporating all the feedback from students and teacher</p>	<p>Ss answer Example: <i>Language is the most important cultural identifier because it allows me to communicate with my family and community.</i></p> <p>Ss discuss</p> <p>Ss complete the essay Key 1. expressing 2.demonstrate 3. features 4. unite 5. share 6. invaded 7. unifying 8. unique</p> <p>Ss can choose one of the following cultural identifiers: – Festivals and cultural practices/ - Shared values and beliefs</p>

- T invites some students to read their essays.

*** More exercises:**

1.He wrote more. His writing became better

2.They use a lot of wood pulp. Many trees are cut down

3.They travel a lot. They know much about the world

4.We start late. We get into much traffic jam

5.We breathe more polluted air. We get weaker

6. Public means of transport are cheaper. They become more popular

7.It's 2 years since she left university

She _____

8.Robert and Catherine have been married for 4 years

It's _____

9.He only feels happy whenever he does not have much work to do

The less _____

10.We can earn much money if the product's quality is better

The better _____

III. Consolidation: 5 minutes

- T summarises outline of an essay.

IV. Homework :1 minute

- T ask Ss to complete the writing at home and prepare for the next lesson.

- Traditional food/- History/ - Education

Introduction

Definition of cultural identity.....

Thesis statement.....

Body

First argument.....

Second argument.....

Conclusion

Summary of the arguments

Take notes

PERIOD 48:

UNIT 5: CULTURAL IDENTITY

Communication and culture

OBJECTIVES :

1. EDUCATIONAL AIMS : At the end of the lesson, students will be able to:

- talk about how people preserve their cultural identity when moving to a new place.
- know more about migration and cultural identity and festivals that help ethnic groups in Viet Nam to maintain their cultural identity.

2. KNOWLEDGE : Information about preserving cultural identity .


LANGUAGE : Words and phrases related to cultural identity.

3. SKILLS : Fluency in expressing opinions.
Listening and reading for specific information

METHOD : Integrated, mainly communicative

TEACHING AIDS : pictures, handouts

PROCEDURE :

T	CONTENT	ACTIVITIES
5' 5'	<p>* Check-up:</p> <p>* Warm-up: What are the names of the cultural festivals?</p> <div data-bbox="224 1457 1024 1619"></div> <p>Mid-Autumn Festival Gong Festival Do Son buffalo-fighting festival</p> <p>→Lead into the new lesson: These festivals helps to maintain cultural identity.</p>	<p>- T shows some pictures to lead into the new lesson.</p>

I. Communication: Migration and cultural identity

15 **Activity 1: Listen to a talk by Ben Wilson, a sociologist and psychologist, about preserving migrants' cultural identity. Answer the questions.**

*** Key:**

1. They are encouraged to maintain their cultural identity.
2. They want to assimilate into the new culture, but they also want to maintain their own culture.
3. The first way: encouraging all family members to speak the mother tongue at home; travelling to the home country regularly.
The second way: attending festivals celebrating the migrants' culture.

19 **Activity 2: Discuss the question with a partner.**

What should people do to preserve their cultural identity when they move to a new place?

Suggested answer:

When people move to a new place, they can preserve their cultural identity by

- organising and participating in traditional festivals or practices in their community,
- cooking traditional food for the family.
- teaching children to speak their native language at home.

II. Culture: Festivals

Activity 1: Read the text about celebrations of some ethnic groups in Viet Nam. Write the names of the festival under the pictures. (Watch a video)

- Tell Ss that they are going to listen to a talk by Mr Ben Wilson about preserving migrants' cultural identity.
- Ask Ss to read the questions and underline the key words so they can get a general idea of the talk.
- Explain some new words, if necessary (*immigrant, migrant, settle down, pass down*).
- Play the recording once or twice for Ss to take notes of their answers.
- Ask Ss to work with a partner to compare their answers. Check answers as a class.

- Ask Ss to work in pairs and discuss the question.
- Ask some Ss to present their answers in front of the class. Give feedback

- T plays a video clip.

Ask Ss what the people in the photos are doing.

Let them guess where in Viet Nam these events may take place.

- Have Ss read the text quickly

Key:

- a. Elephant Racing Festival
- b. Forest Worshipping Festival

Activity 2: Read the text again and complete the table:

Key:

	Elephant Racing Festival	Forest Worshipping Festival
Location	Dak Lak Province	Ha Giang and Lao Cai Provinces
Time	Annually, in March	The first lunar month
Ethnic groups	M’Nong and Ede	Nung and Dao
Purpose	To promote the martial spirit of the M’Nong and Ede people	-to worship the god of trees and villagers who sacrificed their lives to protect the village -to pray for good health, fruitful trees and favourable climate
Activities	-watching elephant race -eating traditional food and drinking rice wine -dancing -watching elephant play soccer	-offering agricultural products -signing a statement to protect forests and plant trees -playing folk games

Activity 3: Discuss the question with a partner.

Have you ever attended any ethnic cultural festivals in Viet Nam ?

a. If yes, tell your partner where, when, how and why the festival was celebrated.

b. If no, do you want to attend any? Why or why not?

* **Homework:** Prepare for the next lesson: Speaking and Project.

and write the names of the festivals under the photos.

Ask Ss to study the table and consider what kind of information they need to write in it.

- Ask Ss to read the text again and complete the table. Check answers as a class.

Have Ss discuss the question in pairs.

- After their discussion, ask some pairs to report their experiences and opinions to the class

PERIOD 49:

UNIT 5: CULTURAL IDENTITY
Speaking - Maintaining cultural identity
+ Project

OBJECTIVES :

1. EDUCATIONAL AIMS : At the end of the lesson, students will be able to

- talk about the ways to maintain cultural identity.

- prepare for a presentation on the cultural identity of an ethnic group in Vietnam

2. KNOWLEDGE : Information about the ways to maintain cultural identity.

LANGUAGE : Words and phrases related to cultural identity.

3. SKILLS : Fluency in talking about the ways to maintain cultural identity.

METHOD : Integrated, mainly communicative

TEACHING AIDS : videos, pictures, handouts

PROCEDURE :

T	CONTENT	ACTIVITIES
5'	* Check-up:	
5'	* Warm-up: Watch a video clip and answer the question: <i>What happened after the girl had had a <u>cosmetic surgery</u>?</i> <i>(phẫu thuật thẩm mỹ)</i> → The girl wanted to look like an American girl, so she had a cosmetic surgery. But after that her girlfriend and boyfriend didn't love her anymore because she had lost her traditional Vietnamese beauty. → Lead-in:	- T plays a video clip and asks Ss to answer the question.

So maintaining our identity, especially our traditional cultural identity is very important. To help you know how to maintain our cultural identity, let start the new lesson.

I. Pre-speaking:

1. Vocabulary:

- + preserve (v): maintain
- + critical (adj)
- + intellectual ability:
- + Appetite: /'æpɪ,tart / (n)

2. Activity 1: Work with a partner. Discuss and decide if activities (1-4) can help people to maintain their cultural identity. Match each of them with its reasons (a-d)

*** Look at the pictures and name the activities in the pictures:**



- Wearing traditional clothing
- Eating traditional food
- Celebrating traditional holidays
- Preserving native language

→ Do you think these activities can help people maintain cultural identity?

*** Key:**

1. c 2. a 3. d 4. b

- T explains some vocabulary

- Ask Ss to work in pairs. Have them discuss and decide if the activities can help maintain cultural identity especially in situations when people are away from their home countries.
- Have Ss do the matching activity. Check answers as a class.

- Give Ss enough time to use ideas in **1** to fill the numbered spaces in the dialogue. Check answers as a class.

- Ask Ss to work in groups of three. Have them practise the conversation.

II. While-speaking:

1. Activity 2: Use ideas in 1 to fill each of the numbered spaces in the following conversation. Then practice it in groups of three.

***Key:**

- 1. preserve their native language
- 2. cultural identity
- 3. develop their intellectual abilities
- 4. shape their cultural identity

** Useful expressions when talking about what you should do to maintain cultural identity.*

1. When giving advice:

- *I think you should.....*
- *I believe you should.....*

2. When agreeing with someone's ideas:

- *That's true.*
- *I can't agree with you more.*
- *That's absolutely correct.*
- *That's exactly what I think.*

2. Activity 3: Have a similar conversation discussing what you should do to maintain cultural identity in the age of globalisation, using the following "menu" of activities.

"Menu" of activities:

- Wearing traditional clothes.
- Preserving native language
- Conserving heritage sites.
- Singing/Listening to folk music.
- Eating traditional food
- Celebrating traditional holidays

• Walk around to monitor and offer help, if necessary.

- Have Ss work in groups of three asking and answering questions about what people should do to preserve their cultural identity and the reasons for doing those.
- Ask one or two groups to act out their conversation in front of the class.
- Take notes or encourage the rest of the class to take notes of Ss' good ideas and any mistakes.
- Give feedback as a class.

- Explains the task to Ss.
- Has Ss report the main ideas of their discussion to the class.
- Encourages the rest of the class to take notes Ss' good ideas / activities and any mistakes.
- Gives comments.

For this project, have Ss work in groups of four or five.

5	<p>III. Post-speaking: Report your group discussion to the class.</p>	<ul style="list-style-type: none"> • Allow Ss one week to collect the information about an ethnic group, prepare a poster, and organise their presentations about the ethnic group. <p>Have each group introduce their poster and present the cultural features of the ethnic group they have chosen.</p> <ul style="list-style-type: none"> • Encourage the rest of the class to ask questions and give feedback about the poster and content of the presentation.
6	<p>IV. PROJECT: Preparing for a presentation on the cultural features of an ethnic group in Viet Nam:</p> <p>Activity 1: Work in groups of four or five. Choose one ethnic group in Viet Nam. Look for information about the features that define the group's cultural identity.</p> <p>Activity 2: Design a poster to introduce the ethnic group. Add pictures to make it more attractive.</p> <p>Activity 3: Introduce your poster to the class and give a presentation on the cultural features of the ethnic group.</p> <p>* Homework: Prepare for the next lesson: Practice Test + Looking back (Vocabulary)</p>	<ul style="list-style-type: none"> • Have the class vote for the best poster and presentation.
1'		

