

GETTING STARTED**A lesson on customs and traditions**

1 Listen and read.

Teacher: Today we're going to learn about customs and traditions. Do you think they're the same?

Mi: I think they're different, but it's hard to explain how.

Nick: In my opinion, a custom is something that has become an *accepted* way of doing things. And a tradition is something we do that is *special* and is passed down through the generations.

Teacher: Yes, spot on! Give me an example of a custom.

Mai: My family has this custom of eating dinner at 7 p.m. sharp.

Teacher: Really?

Mai: Yes, we have to be at the dinner table on time.

Teacher: That's interesting! How about a tradition, Phong?

Phong: We have a family tradition of visiting the pagoda on the first day of every lunar month.

THIS UNIT INCLUDES:**VOCABULARY**

Types of customs and traditions
Expressions with 'custom' and 'tradition'

PRONUNCIATION

Clusters: /spr/ and /str/

GRAMMAR

Should and *shouldn't*: review
Have to

COMMUNICATION

Describing customs and traditions
Giving advice and expressing obligation about customs and traditions

Nick: You're kidding!

Phong: No, no. We've followed this tradition for generations.

Teacher: You've mentioned family, but what about social customs and traditions, Nick?

Nick: Well, in the UK there are lots of customs for table manners. For example, we have to use a knife and fork at dinner. Then, there's a British tradition of having afternoon tea at 4 p.m.

Teacher: Sounds lovely! Now, for homework, you should find information about a custom or tradition. You're doing mini presentations next week...



Objectives:

By the end of this unit, students can:

- pronounce words containing the clusters /spr/ and /str/ correctly in isolation and in context
- use the lexical items related to the topic 'customs and traditions'
- use *should* and *shouldn't* correctly and appropriately to give advice
- express obligation and necessity using the correct form of *have to*
- read for specific information about family customs and traditions
- ask about and describe different customs and traditions
- listen to get specific information about a traditional dance of an ethnic group in Viet Nam
- write a description of a traditional Japanese dance

GETTING STARTED

A lesson on customs and traditions

Introduction

Review the previous unit before Ss open their books by asking them to take part in a small game. Ss work in two big groups A and B. A student from group A calls out the name of an ethnic group in Viet Nam, then points at one student from group B. This student has to call out the name of another ethnic group. The game stops when a group cannot give out the name of any ethnic group or when time is up. The group with more ethnic groups wins.

Write this sentence on the board and ask Ss to complete it:

Yes, and they have their own ways of life, and _____ and _____.

Tell Ss that this sentence is taken from the conversation in the **GETTING STARTED** of Unit 3. When Ss can give you the two words 'customs' and 'traditions', tell them the topic of the new unit which is about customs and traditions. If within two minutes Ss cannot complete the sentence, ask them to quickly look at the conversation on page 26 and find the sentence.

Write the unit title on the board 'Our customs and traditions'. Ask Ss to call out some customs and traditions they know. Now start the lesson.

- 1 Ask Ss to open their books and look at the picture and the title under **GETTING STARTED**. Ask them some questions:

Who can you see in the picture?

What do you think the people in the picture are talking about?

Ss answer the questions as a class. Play the recording and have Ss follow along. After that, Ss can compare their answers with the information in the dialogue and add some more details to their answers.

a Find a word/ phrase that means:

1. agreed
2. grandparents, parents, and children
3. totally correct
4. exactly on time
5. relating to human society
6. a polite way of eating at the dinner table

Watch out!

- 'You're kidding!' is a common expression. It's used to show you are surprised at something that somebody has just said.
- Do you know another expression that has the same meaning?



b Tick (✓) true (T) or false (F).

- | | T | F |
|--|--------------------------|--------------------------|
| 1. Nick's explanation of customs and traditions is correct. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Only families have customs and traditions. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. In the UK there's a tradition of having afternoon tea. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. In the UK there is no accepted way of behaving at the dinner table. | <input type="checkbox"/> | <input type="checkbox"/> |

c Answer the following questions.

1. What is Mai's family custom?
2. How does Nick feel when Phong talks about one of his family traditions?
3. What is the similarity between a custom and a tradition?
4. What is the difference between them?
5. What should the students do for homework?

d Find these sentences in the conversation and fill in the missing words.

1. We _____ be at the dinner table on time.
2. You _____ find information about a custom or tradition.

What do you think these sentences mean?

2 a Match the pictures with the customs and traditions in the box.



a.



b.

1. smiling to accept a compliment
2. worshipping ancestors
3. wrapping gifts in colourful paper
4. having lunch together on the second day of Tet
5. placing the chopsticks on top of the rice bowl when finishing a meal
6. children in the family standing in a row to greet guests
7. wearing *ao dai* on special occasions
8. giving children lucky money at Tet



c.



d.



e.



f.



g.



h.

b Write C (custom) or T (tradition) under each picture in a. In pairs, compare your answers.

3 GAME: CUSTOMS AND TRADITIONS EXPERTS

1. Work in small groups.
2. Take five minutes to write down as many local customs and traditions as you can think of.
3. Present your list to the other groups.
4. The group with the most ideas are the experts!

- a** Ss work independently to find the words/phrases in the dialogue. Allow them to share answers before discussing as a class. Remember to ask Ss to read out the lines in the dialogue that contain the words/phrases. Quickly write the correct answers on the board.

Key:

1. accepted 2. generations 3. spot on 4. sharp 5. social 6. table manners

Have Ss look at the **Watch out!** box and quickly read the information. Ask if they know any expressions with the same meaning as 'You're kidding'. Some other expressions are: *You must be kidding!* / *You're joking!* / *You must be joking!*

- b** Ss read the conversation again to do this exercise. Ask for Ss' answers as well as the explanations for their choices. Write the correct answers on the board.

Key:

1. T 2. F (There are also social ones.)
3. T 4. F (There are a lot of customs for table manners in the UK.)

- c** Have Ss read the questions to make sure they understand them. Ask them firstly to answer the questions without reading the dialogue. Ss exchange their answers with a classmate. Now ask them to check their answers by reading the dialogue again. Call some Ss to write their answers on the board. Confirm the correct answers.

Key:

1. It's eating dinner at 7 p.m. sharp.
2. He's surprised.
3. They both refer to doing something that develops over time.
4. A custom is something accepted. A tradition is something special and is passed down through the generations.
5. They should find information about a custom or tradition.

- d** Ss do this in pairs. Ask for Ss' answers and their explanations. Summarise the answers.

Key:

1. have to: It's an obligation – you have no choice
2. should: It's a suggestion or advice – it would be best to follow it

- 2 a** Have Ss look at the pictures. Ask them what they see in each of them. Now tell Ss that in the box are some customs and traditions of Vietnamese people. Ss read these and identify any new words they do not know. Explain the new words so that Ss understand the customs and traditions. Ss do this activity in pairs. Call some Ss to give their answers and write them on the board. Confirm the correct answers.

Key: 1. g 2. c 3. f 4. h 5. e 6. a 7. b 8. d

- b** Individually Ss decide if the pictures show customs or traditions and compare their answers in pairs. Their answers may differ. Have some Ss give the answers to the class and explain their choice.

Suggested answers: 1. C 2. C or T 3. C 4. T 5. C 6. C 7. T 8. C or T

- 3 Game:** Organise a competition for this exercise. Ss work in groups of five or six. Set a time limit of five minutes. Ss 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.

A CLOSER LOOK 1

Vocabulary

Watch out!

The words 'custom' and 'tradition' can be countable or uncountable.



1 Match the first halves of the sentences (A) with the second halves (B).

A	B
1. Although they are not Christian,	a. the first person to step into your house in the new year should be a man.
2. It's the custom	b. making sponge cakes for the Mid-Autumn Festival instead of mooncakes.
3. According to tradition,	c. the tradition of living with their parents.
4. There is a tradition in our school that	d. in that country for women to get married in white.
5. They broke with tradition by	e. the family has the custom of giving presents at Christmas.
6. Many young people do not follow	f. morning exercise at 5 a.m.
7. In my family there is a custom of doing	g. girls should wear <i>ao dai</i> on the first day of school.

2 Read the full sentences in 1 again and complete the expressions below.

- it's the _____ for somebody to do something
- there's a _____ that + *clause*
- _____ to tradition, + *clause*
- follow the _____ of doing something
- break _____ tradition by doing something
- have the custom _____ doing something
- there is a custom of _____ something

3 Read the following customs and traditions. Make sentences to say if you have these in your province or area, using any of the expressions in 2. Remember to change the verb tense if necessary.

According to tradition, we have fireworks on New Year's Eve.

My area broke with tradition by not having firecrackers on New Year's Eve.

There's a tradition in our province of having fireworks on New Year's Eve.

- having fireworks on New Year's Eve
- waiting until the guests finish eating before leaving the dinner table
- touching children's heads
- decorating the house on special occasions
- women shaking strangers' hands

4 Now complete the following sentences with your own ideas.

- It's the custom in my country that _____.
- We broke with tradition by _____.
- There's a tradition in my family that _____.
- We have the custom of _____.
- According to tradition, _____.

Pronunciation

Clusters: /spr/ and /str/

5 Complete the words under the pictures with *spr* or *str*. Then listen and repeat.



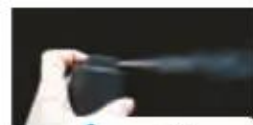
1. ____aw



2. ____eet



3. ____ing



4. ____ay



5. a ____onaut



6. fru ____ated



7. e ____esso



8. new ____int

6 Listen and circle the words with /spr/ and underline the words with /str/. Then say the sentences.

- In my family, all the traditions of our ancestors are strictly followed.
- The custom of saying hello to strangers has spread through our community.
- In our district, it's the custom for residents to sweep the streets on Saturday mornings.
- That filmstrip really highlighted our customs and traditions.
- Parents usually want their offspring to follow the family traditions.

A CLOSER LOOK 1

Introduction

Ask Ss to call out some customs and traditions they remember from the previous lesson. Tell them that in this lesson they are going to learn some expressions with the words 'custom' and 'tradition'. These will help them vary their language when talking about customs and traditions.

Vocabulary

Draw Ss' attention to the **Watch out!** box. Explain to them the words 'custom' and 'tradition' can be countable or uncountable. Remember to come back to this point after finishing exercise 1.

- 1 Have Ss look at the table in the book. Make sure that they understand what to do. Ss complete the exercise individually and then compare their answers with a partner. Call some Ss to give the answers. Write them on the board. Confirm the correct answers.

Key: 1. e 2. d 3. a 4. g 5. b 6. c 7. f

Now have Ss read the sentences again to see if the word 'custom' or 'tradition' in each sentence is countable (C) or uncountable (U). Ask for Ss' answers.

Key: 1. C 2. C 3. U 4. C 5. U 6. C 7. C

- 2 Have Ss read the sentences in 1 again and complete the expressions. Then Ss compare their answers with a partner. Call one or two Ss to write the complete expressions on the board.

Key: 1. custom 2. tradition 3. according 4. tradition
5. with 6. of 7. doing

- 3 Ask Ss to work in groups to do this activity. T may prepare some pieces of big-size paper for the groups to write their answers on. When they finish, Ss stick their paper on the board. Ss read and comment on each other's sentences.

- 4 Ss individually complete the sentences with their own ideas, then share their sentences with a partner. Have some Ss write their sentences on the board. Other Ss comment on these sentences. This is an open exercise, so their answers may be varied.

If time does not allow, T may assign this exercise as homework.

Pronunciation

Clusters: /spr/ and /str/

- 5 Ss complete the words under the pictures with /spr/ or /str/ and then compare their answers with a partner. Ask for Ss' answers and write them on the board. Don't say if they are right or wrong. Then play the recording for them to check the answer and repeat the words. Play the recording as many times as necessary.

Key: 1. str 2. str 3. spr 4. spr 5. str 6. str 7. spr 8. spr



Audio script: 1. straw 2. street 3. spring 4. spray
5. astronaut 6. frustrated 7. espresso 8. newsprint

- 6 Play the recording for Ss to do this exercise. Ask for Ss' answers. Play the recording again for Ss to repeat the sentences. Ask some Ss to read out the sentences.

Key: 1. strictly 2. strangers, spread 3. streets 4. filmstrip 5. offspring



Audio script:

1. In my family, all the traditions of our ancestors are strictly followed.
2. The custom of saying hello to strangers has spread through our community.
3. In our district, it's the custom for residents to sweep the streets on Saturday mornings.
4. That filmstrip really highlighted our customs and traditions.
5. Parents usually want their offspring to follow the family traditions.

A CLOSER LOOK 2

Grammar

Should and *shouldn't* to express advice: review

1 Look at the pictures and complete the sentences with *should* or *shouldn't*.



1. You _____ respect old people.

2. According to tradition, you _____ sweep the floor on the first day of Tet.



3. Children _____ take things from adults with both hands.

4. You _____ wear shorts when going to the pagoda.



5. You _____ bring a gift when you visit someone's house.

2 Match the situations in A and the advice in B.

A

- Your sister is chewing and talking at the same time.
- Your brother is noisy at the pagoda.
- Your foreign friend has been invited to dinner in a Vietnamese house.
- You don't know what to do when going into a Japanese house.
- You have been invited to dinner with a British family.

B

- You should arrive on time.
- You shouldn't do that. It's not very polite.
- Shhhh! You should be quiet in here.
- You should take off your shoes at the entrance.
- After taking food from the plate, you should put it into your bowl before eating.

Have to to express obligation or necessity

have to is used to express obligation or necessity. It shows external obligation, i.e., someone else makes a decision about what you must do.

(+) *have to / has to* + infinitive

Example: We *have to* clean the house carefully before Tet.

(-) *don't / doesn't have to* + infinitive

Example: She *doesn't have to* wear a company uniform.

(?) *Do / Does* + subject + *have to* + infinitive

Example: Do we *have to* follow the tradition of cleaning the house before Tet?

Remember!

Don't have to is used when it is not necessary to do something.

Example: My mother *doesn't have to* work on Saturdays.

If you want to tell somebody not to do something as an obligation, use *must not / mustn't* instead.

Example: You *mustn't* wear short skirts in here.



A CLOSER LOOK 2

Grammar

Should and shouldn't to express advice: review

Give a situation:

Your brother is going out with a friend. The weather forecast says it's a hot sunny day. Give him some advice.

Encourage Ss to express their advice freely. If Ss mention *should/shouldn't*, tell them that in this lesson they are going to review *should/shouldn't* to express advice about customs and traditions. If Ss do not mention *should/shouldn't*, remind them of the modal verb.

- 1 Ask Ss to look at the pictures and quickly describe what they see. Have them complete the sentences and then compare the answers with a friend. Elicit Ss' answers. Confirm the correct ones.

Key: 1. should 2. shouldn't 3. should 4. shouldn't 5. should

- 2 Have Ss read the situations in A to make sure they understand them. Ss do this activity in pairs. Ask for Ss' answers.

For a more able class, have Ss give some other advice for the situations. Ss may write their advice on a big piece of paper and show it to the class.

Key: 1. b 2. c 3. e 4. d 5. a

Have to to express obligation or necessity

Tell Ss that sometimes when they go to a place, it is obligatory that they follow its customs and traditions.

Have Ss read the information about *have to*. T may want to add that *must* is also used to express obligation. One of the differences between *have to* and *must* is that *must* shows internal obligation, i.e., you make a decision about what you must do. Give one example:

We must clean the house before Tet because we think it will bring luck.

Then have Ss read the **Remember!** box. Answer any questions from Ss.

If time allows, ask Ss to give examples with the grammar points discussed.

3 Complete the sentences with the correct form of have to.

1. My mother says that I _____ be home by 9 p.m. sharp.
2. We _____ go now because our dad is waiting for us.
3. She _____ wear that costume because it's the family tradition.
4. In the past, men _____ wear *ao dai*, but today they _____ wear it.
5. Before leaving the dinner table, _____ your son _____ ask for permission?
6. We _____ go to school today because it was raining heavily.

4 Choose A or B to convey the meaning of the first sentence.

1. You have to take your hat off when going inside the main worship area of the temple.
A. You can take your hat off if you want to.
B. You're not allowed to wear your hat.
2. You don't have to tip in Viet Nam.
A. It's not necessary to tip in Viet Nam.
B. You're not allowed to tip in Viet Nam.
3. Students mustn't run or be noisy in the school building.
A. Running and being noisy aren't allowed in the school building.
B. They can run and be noisy if they want to.
4. In the past, Vietnamese people had to live with their parents even after they got married.
A. They could live with their parents after they got married.
B. They were obliged to live with their parents after they got married.

5 Mi is going to visit her friend Eri in Japan. Read Eri's email. There are six mistakes in it. Can you find and correct them?

From: eri@fastmail.com
To: mi@quickmail.com

Hello Mi.

I'm so excited about your trip. It's going to be amazing!

I shouldn't give you some advice, so you can prepare for Japan. We have lots of customs and it can get a bit confusing for visitors. 😊

Firstly you has to take off your shoes when you go inside. You shouldn't wear slippers in the house - but you didn't have to bring any. we have extra pairs for guests. Then you have use different slippers in the bathroom and in the garden. but you'll get used to it! You should worry - I'll be there to help you.

All for now. gotta go...

Eri x



6 Work in pairs. Imagine that you both have a friend who is coming to Viet Nam this summer. List three pieces of advice and three obligations your friend should follow.

Share your ideas with the whole class.



- 3** Ss do this exercise individually, and then compare their answers with a classmate. Check Ss' answers and confirm the correct ones.

Key:

- | | | |
|--------------------------|---------------------|-------------------|
| 1. have to | 2. have to | 3. has to |
| 4. had to, don't have to | 5. does ... have to | 6. didn't have to |

- 4** Ss do this exercise individually and give T their answers.

Key: 1. B 2. A 3. A 4. B

- 5** Have Ss quickly read the email. Ss do this exercise individually and then compare the answers with a classmate. Ask one or two Ss to write their answers on the board. Have them explain their answers as well.

Key:

1. shouldn't give → should give (reason: There are lots of confusing customs and traditions in Japan, so Eri thinks she should give Mi some advice)
2. has to → have to (reason: The pronoun 'you' goes with 'have to')
3. shouldn't wear → should wear (reason: Eri says that Mi should take off her shoes when going inside, which means she should wear slippers)
4. didn't have to → don't have to (reason: This sentence is in the present time)
5. have use → have to use (reason: 'have to' is the correct form)
6. should worry → shouldn't worry (reason: Eri says she'll be there to help Mi, so Mi shouldn't worry)

- 6** Ss work in pairs to do this task. Ask some pairs to write their advice and obligations on the board. 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. If time does not allow, T may call a good student to give an example. Then Ss may do this as homework. However, remember to check their answers in the next lesson.

COMMUNICATION

Extra vocabulary

prong	cutlery	palm
tray	mat	host/hostess

1 Look at the pictures below. In pairs, discuss the differences between them.



2 Read the following sentences about table manners in Britain. Work in pairs. Write T (true) or F (false).

1. The knife is held in the left hand and the fork is held in the right hand. _____
2. You shouldn't point the prongs of the fork upwards during the meal. _____
3. People use the same cutlery to eat the main course and the dessert. _____
4. When the meal is finished, you should place the knife and fork on the plate. _____
5. You can use your fork to take more food from the serving dish. _____

6. You should use your knife to cut the bread. _____
7. Guests should start eating before the host starts eating. _____
8. You should ask someone to pass you a dish. _____

3 Now listen to Nick giving a presentation on table manners in Britain and check your answers.



4 Work in pairs. Discuss if you follow these table manners in your family. Are there other table manners you follow?

1. We sit around a tray on a mat to have meals.
 2. We use rice bowls and chopsticks.
 3. When chewing food, we shouldn't talk.
 4. The host/ hostess invites everybody to start eating.
 5. The host/ hostess offers to serve the food for the guests.
 6. When we have finished eating, we place our chopsticks on top of our rice bowl.
- 5 There is a British exchange student in your class. You invite her to dinner at your home. Play the following roles.

You are Minh. You invite your British friend to come for dinner. She asks a lot of questions about Vietnamese table manners.

You are Jessica from Britain. You want to learn about Vietnamese table manners so you can feel comfortable at dinner. You compare these with British table manners.

Start the role-play like this:

- Minh:** Hey Jessica! My family would like to invite you to dinner.
- Jessica:** Oh, that's nice but... I don't know anything about Vietnamese table manners.
- Minh:** Well, what do you want to know?
- Jessica:** Well, do you eat around the dinner table like in Britain?
- Minh:** No, actually we sit on a mat with the food in the middle.
- Jessica:** You're kidding!
- Minh:** ...

COMMUNICATION

Tell Ss that in this lesson they will have the opportunity to explore the table manners in the UK and compare them with those in Viet Nam.

Go through the **Extra vocabulary** with Ss. If Ss do not know any word in the box, quickly teach it. T can teach the words 'prong', 'cutlery', 'tray' and 'mat' by using the pictures provided in **T**. To teach the word 'palm', point to the T's palm. To teach the word 'host/hostess', T can give an explanation: *When you invite some guests to your house, your mother is the hostess and your father is the host.*

- 1 In pairs Ss look at the pictures and discuss the differences between them. Encourage them to use the extra vocabulary. Some suggested differences are:
 - In the first picture, people are sitting on the mat to have the meal. In the second picture, they are sitting around the dining table.
 - In the first picture, people are using rice bowls and chopticks. In the second picture, they are using cutlery.
 - ...
- 2 Ss work in pairs to decide if the statements are true or false. Have some Ss write their answers on the board. Do not confirm the correct answers now.
- 3 Play the recording for Ss to check their answers. Ss listen to the recording twice. If there are any incorrect answers, have Ss explain why the sentences are false.

Key:

- | | |
|---|------|
| 1. F (You hold the fork in the left hand and the knife in the right.) | 2. T |
| 3. F (There is also a spoon and a fork for dessert.) | 4. T |
| 5. F (You should never use your own cutlery to take more food from the serving dish – use the serving spoon.) | |
| 6. F (You should break off the bread with your hands.) | |
| 7. F (Guests have to wait until the host or hostess starts eating.) | 8. T |



Audio script:

In the UK we eat around the dining table. We follow lots of table manners. Firstly, we use cutlery – you know, knives, forks and spoons – to eat most of the food. We hold the fork in the left hand and the knife in the right. You should hold the handle of the knife in your palm and your fork in the other hand with the prongs pointing downwards. There is also a spoon and a fork for dessert. When you finish eating, you should place your knife and fork with the prongs upwards on your plate. Secondly, you should never use your own cutlery to take more food from the serving dish – use the serving spoon. Now if there's bread on the table, you can use your hands to take a piece. Then break off a small piece of bread and butter it. Thirdly, if you are a guest, you have to wait until the host or hostess starts eating and you should ask another person to pass the food. Next, never chew with your mouth open and don't talk with food in your mouth...

- 4 The aim of this activity is to provide Ss with some Vietnamese table manners. Ss may know them all but may lack the language to talk about them. This activity also helps Ss brainstorm more ideas for the next activity.

In pairs Ss discuss if they follow the same table manners in their family. They may add some more. Remember to set a time limit for this activity. Some Ss present their ideas. T may quickly write some of the Ss' extra table manners on the board.
- 5 Ss work in pairs and role-play. They continue the conversation in the book or make up their own. After some time, call some pairs to act out the conversation in front of the class. Other Ss give comments. Give praise and feedback on Ss' conversations.

SKILLS 1

Reading

1 Look at the pictures and answer the questions.

1. What are the people doing in each picture?
2. Does your family ever do the same things?



2 Read Mi's presentation on customs and traditions. Is she writing about her family or her society?

In my opinion, customs and traditions are very important. Like other families, we have our own customs and traditions.

A Firstly, there's a tradition in our family of having lunch together on the second day of Tet. Everyone has to be there before 11 a.m. We have followed this tradition for three generations.



B Secondly, we have the custom of spending Sunday together. We usually go to the cinema or go for a picnic. We don't have to do it, but it makes us closer as a family.

C Thirdly, we celebrate our grandparents' wedding anniversary on the first Sunday of October because they don't remember the exact date. The custom is that we have to cook a new dish each year. Last year, my mum cooked lasagne, an Italian dish. This year, we prepared five-coloured sticky rice served with grilled chicken.



We all enjoy these customs and traditions because they provide our family with a sense of belonging.

3 Now decide in which paragraph each detail below is mentioned. Write A, B, or C in the blank.

1. the name of an Italian dish _____
2. the time family members have to gather for lunch _____
3. the date of the wedding anniversary _____
4. an outdoor activity _____
5. the length of time a tradition has existed _____
6. the reason for spending time together _____

4 Read the text again and answer the questions.

1. What are the three customs or traditions Mi mentions?
2. What does Mi's family usually do on Sundays?
3. What is the date of her grandparents' wedding anniversary?
4. What did they make for the grandparents' wedding anniversary this year?
5. Why do they love family customs and traditions?

Speaking

5 Work in pairs and discuss the questions.

1. What are the three customs and traditions you like most in your family? Describe them in detail.
2. How do you feel when you take part in these customs and traditions?
3. Why is it important to continue family customs and traditions?

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.

Names of interviewees	Question 1	Question 2	Question 3

SKILLS 1

Reading

- 1 Have Ss look at the pictures and answer the questions in pairs. Elicit answers from Ss.

Suggested answers:

Picture 1: A family is celebrating a birthday.

Picture 2: People are making *chung* cakes.

Picture 3: A family is at an amusement park.

- 2 Ask Ss to read the passage quickly and tell if Mi is writing about her family or her society. Elicit answers from Ss.

Key:

She's writing about her family.

- 3 It is the first time this type of reading exercise has appeared in the textbook, so T should instruct Ss on the way to do it:

- Read the statements and underline the keywords, e.g. in statement 1, the keywords are 'name' and 'Italian dish'.
- Begin with statement 1; read through the passage quickly and locate the keywords.
- Stop to read the part that includes the keywords more carefully to make sure the information matches.

T may model with the first statement. Ss work individually then compare their answers with a classmate before giving the answers to T.

Key: 1. C 2. A 3. C 4. B 5. A 6. B

- 4 Ss read the passage again to answer the questions. Ss can underline parts of the text that help them with the answers. Ss compare their answers before giving the answers to T. Ask them to give evidence when giving the answers.

Key:

1. 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.
2. They usually go to the cinema or go for a picnic together.
3. They don't remember.
4. They made five-coloured sticky rice served with grilled chicken.
5. They love family customs and traditions because they provide a sense of belonging.

Speaking

- 5 In pairs, Ss take turns to ask each other the three questions about their own family customs and traditions. T can move about the class, facilitating where necessary and assessing how Ss are doing.

- 6 Now two pairs of Ss join together. One pair interviews the other. One student interviews and the other notes down the answers in the table. Then, the second pair interviews the first pair.

Ss spend a few minutes preparing the findings to present to the whole class.

If there is not much time, T may just have Ss complete 5. Ss interview each other in pairs and report the findings to the whole class.

SKILLS 2

Listening

- 1 Look at the picture. What tradition do you think this is? Share your ideas with a partner.



- 2 Listen to Mai's presentation and complete the table with no more than three words from the recording.

What is the tradition?	The <i>xoe</i> dance
What does the dance express?	Working life and wishes for a (1) _____ life
Where do people perform <i>xoe</i> ?	Public and (2) _____
How many <i>xoe</i> dance forms are there?	More than (3) _____
What is the most popular form?	(4) _____
Why is it the most popular?	It expresses (5) _____ unity
How do people perform it?	Make a circle around the (6) _____ and dance to (7) _____
Why should they continue this tradition?	It reflects Thai (8) _____

- 3 Listen again and tick (✓) true (T) or false (F).

- | | T | F |
|---|--------------------------|--------------------------|
| 1. The <i>xoe</i> dance is a spiritual tradition of Thai ethnic people. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. There are 16 ancient forms of <i>xoe</i> . | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Only young people perform the circle dance. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Dances with conical hats, paper fans or scarves are some forms of <i>xoe</i> . | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The importance of <i>xoe</i> is expressed in an old Thai song. | <input type="checkbox"/> | <input type="checkbox"/> |

Writing



- 4 Work in pairs. Read about a traditional Japanese dance. Make complete sentences, using the information given.

Example:

The Obon dance is a traditional Japanese dance.

What's the tradition?	The Obon dance
What does the dance express?	People honouring their ancestors
When do people perform the Obon dance?	Obon festival, in mid-August in many regions of Japan and in mid-July in other regions
How many Obon dance forms are there?	Different forms in different regions
What is the most typical form?	Circle dance
How do people perform it?	Make a circle around a <i>yagura</i> , a high wooden stage; some dancers move clockwise, and some counter-clockwise
Why should they continue this tradition?	One of the most important traditions; lots of people come back to reunite with their families during the Obon festival

- 5 Imagine that you are joining a writing contest about customs and traditions and have chosen to write about the Obon dance. Now write a description of this dance. Begin with the following sentence.

There is a tradition in Japan that people perform the Obon dance during the Obon festival. _____

- 6 When you have finished, swap your work with a partner. Did they add anything different? Can you spot any mistakes in their work? Share your ideas.

SKILLS 2

Listening

- 1 Ss look at the picture and share what they know about this tradition with a partner. Elicit Ss' answers and have them share as much information as possible. Write the name of the traditional dance on the board: The *xoe* dance.
- 2 Tell Ss that they are going to listen to Mai's presentation on the *xoe* dance and complete the table. Play the recording once. Ask for Ss' answers and write them on the board. If all the answers are correct, move to the next activity. If Ss are not sure about their answers, play the recording again for Ss to check. Make changes to the answers on the board but do not confirm the correct answers now.



Audio script:

Today I'm going to tell you about the *xoe* dance, a traditional dance of the Thai ethnic group in Viet Nam. Thai people have followed this spiritual tradition for generations.

The *xoe* dance expresses people's working life and wishes for a happy and wealthy life. It is performed in both public and private gatherings such as celebrations, festivals or family reunions.

The *xoe* dance has more than 30 forms based on the first six ancient forms. The most popular form is the *xoe vong* or 'circle dance' because it expresses social unity. People, young or old alike, join hands to make a circle around the fire and dance to the music. Besides the circle dance, there are dances with conical hats, paper fans or scarves.

Old people say they shouldn't break with this tradition because it reflects Thai culture and lifestyle. As a Thai folk song goes, without the *xoe* dance, the rice won't grow and people won't get married.

- 3 Without listening to the recording again, Ss decide if the sentences are true or false. If they meet any difficulty doing this, play the recording again. Have Ss compare their answers in pairs before giving T the answers. Play the recording the last time to confirm the answers for both 2 and 3.

Key:

- | | | | | | |
|----------|----------------------|-----------------------|--------------|--------------------------|------|
| 2 | 1. happy and wealthy | 2. private gatherings | 3. 30 | 4. the circle dance | |
| | 5. social | 6. fire | 7. the music | 8. culture and lifestyle | |
| 3 | 1. T | 2. F | 3. F | 4. T | 5. T |

If there is not much time, Ss can skip 3.

Writing

In this writing part, Ss are asked to write a description of a traditional Japanese dance, the Obon dance.

- 4 Ss work in pairs and make sentences using the given information. This activity can provide scaffolding for the next activity. If time allows, Ss are encouraged to write down the full sentences; otherwise, they make full sentences orally. T should move around to give comments as there may not be enough time for checking with the whole class.

With classes that need more support, T may ask Ss to do 4 more carefully. Ask some Ss to write the sentences on the board and check them with the whole class. Then have Ss write the description at home and bring it back in the next lesson.

- 5 Ss write their description individually based on the sentences they have made, beginning with the given sentence. Ss may also write this in groups on big pieces of paper.
- 6 Ss or groups exchange their descriptions to spot any mistakes. Share them with the whole class. T may collect some Ss' work to mark at home or ask them to rewrite the descriptions as homework. In this case, remember to ask for Ss' revised work in the next lesson.

Note that the audio script provides a good model of a written description of a dance. This structure can be used to describe the Obon dance.

LOOKING BACK

Vocabulary

1 Complete the sentences with the words from the box.

cutlery generations wrap
worshipping host respect

- We should _____ our customs and traditions.
- A lot of countries in the world have the tradition of _____ their ancestors.
- You shouldn't _____ a gift in black or white paper.
- In a lot of countries, the _____ usually invites everybody to start eating.
- In Viet Nam, the _____ we mostly use is chopsticks.
- For _____, my family has visited this pagoda.

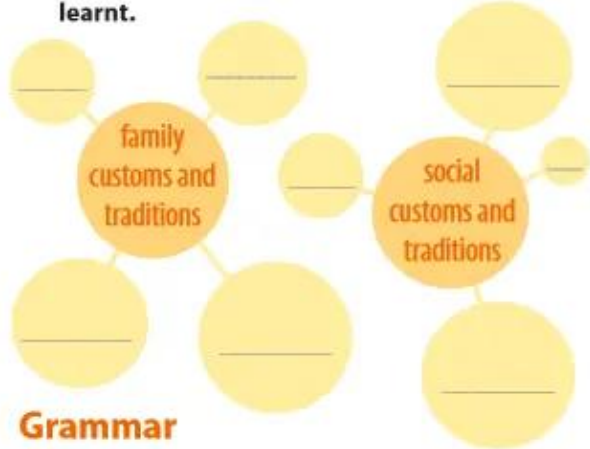


2 Write sentences with the following expressions.

*there's a tradition that
according to tradition
follow the tradition of
break with tradition by
have the custom of*

- _____
- _____
- _____
- _____
- _____

3 Complete the following wordwebs with the customs and traditions you know or have learnt.



Grammar

4 Complete the sentences, using *should* or *shouldn't* and a verb from the box.

use break wait touch follow

- In Viet Nam you _____ for the eldest person to sit before you sit down.
- In Viet Nam you _____ only the first name to address people older than you.
- You _____ your promise to the children.
- If you are Vietnamese, you _____ your customs and traditions.
- You _____ another person's head because it's disrespectful.

5 Underline one mistake in each of the following sentences. Correct it.

- When you visit a temple in Thailand, you has to follow some important customs.
- People should wear short shorts and tank tops. This is disrespectful.
- People can wear sandals, but these have to has a strap around the back.
- People should to lower their voice inside the temple.
- Women have avoid touching monks.



LOOKING BACK

Encourage Ss not to refer back to the unit. Ask them to keep a record of their answers to each exercise so that they can use that information to complete the **self-assessment** box at the end of the unit.

Vocabulary

- 1 Ss do this activity individually then compare their answers with a partner. Check Ss' answers.

Key:

1. respect 2. worshipping 3. wrap 4. host 5. cutlery 6. generations

- 2 Ss do this exercise individually, then compare their sentences with a partner. Ask some Ss to write their sentences on the board. T and other Ss give comments.
- 3 Set a time limit for this activity. Within three or five minutes, Ss write down as many family and social customs and traditions in the wordwebs as possible. Draw four wordwebs on the board and have two Ss write their answers on the board. T and other Ss comment on the answers. This is an open activity, so accept all the answers provided that they are right.

Grammar

- 4 Ss do this exercise individually and then share the answers with a classmate. Check their answers.

Key:

1. should wait 2. shouldn't use 3. shouldn't break 4. should follow 5. shouldn't touch

- 5 Ss underline one mistake in each sentence and correct it. They are also encouraged to explain their correction. Elicit answers from Ss.

Key:

1. has to → have to 2. should → shouldn't 3. have to has → have to have
4. should to → should 5. have avoid → have to avoid

Communication

6 GAME: WHAT SHOULD I DO?

In small groups, take turns to choose one of these scenarios for each other. Once everyone has had a turn at answering, vote for the person who gave the best advice.



I've been invited to dinner with a British family.



I'm going to visit a pagoda in Viet Nam.



I'm going to Japan to stay with my Japanese friend.



I'm going to visit a temple in Thailand.



I want to join in the Tet celebrations.



Finished! Now I can ...	✓	✓✓	✓✓✓
<ul style="list-style-type: none"> use different expressions to talk about customs and traditions use <i>should</i> and <i>have to</i> to express advice and obligation about customs and traditions pronounce words containing clusters /spr/ and /str/ correctly in isolation and in sentences write a description of a traditional dance 			

PROJECT

Customs and traditions:

How they have changed



1. Work in groups of three or four. Decide on a Vietnamese custom or tradition you want to research.
2. Individually, interview an older person (your grandmother or your neighbour) about this custom or tradition.
3. Then interview a younger person (your mother or your teacher) to see if this custom or tradition has changed today.
4. Back in your group, compare and combine your research results. Then together plan your presentation. Decide which of you will lead each part of the presentation.
5. Give your presentation to the rest of the class.

Communication

- 6 Ss work in groups to play the game. One student is the group secretary. Group members take turns to choose one of the scenarios for each other. The secretary writes down the advice each member gives. Finally, the group votes for the person giving the best advice.

OR: Ss work in groups, discuss and write down the advice for all the scenarios on a big piece of paper. When time is up, they present the results to the class. Afterwards, the class votes for the best advice.

Finished!

Ask Ss to complete the self-assessment. Identify any difficulties and weak areas and provide further practice.

PROJECT

Customs and traditions: How they have changed

Tell Ss that customs and traditions may change over time. Ask Ss if they know any custom or tradition that has changed. Elicit Ss' answers. Some customs and traditions that may have changed are those celebrating weddings and the Tet holiday, throwing house-warming parties ...

Ss work in groups to do the project following the instructions in the book. Answer Ss' questions if there are any. Remember to have Ss present their findings in the next lesson and vote for the best.