

Name: _____
Class: _____

Mr. Minh - Chu Văn An High School - An Giang

Unit 5

CULTURAL IDENTITY

GETTING STARTED Preserving cultural identity



Listen carefully to the conversation between Lan and Nam (.p59). 1-2 pairs of students will be called to role-play it in the coming class.

1 Listen and read.

Mr Brown: Hello everybody. Hope you're all working on your essay on cultural identity. Do you have any questions?

Van: Yes. I'm not quite sure about how people express their cultural identity.

Mr Brown: That's an interesting question. Can anyone give some examples?

Lam: I think people can do that through the language they speak, the food they eat and ... certain styles of clothing. For example, some people still wear their traditional costumes so they can preserve their national identity.

Mr Brown: That's right. It can also be expressed by beliefs and cultural practices.

Yumi: Do you mean people's religious beliefs, music activities and festivals?

Mr Brown: Correct. Any other questions?

Lam: I wonder ... why people need to protect their cultural identity.

Yumi: You live here, in your motherland, so you can't see why this is important. But for me, a Japanese living in Viet Nam, it's essential to understand my family history and traditions.

Van: Interesting. Are your parents both Japanese, Yumi?

Yumi: Yes, but they've been living here for twenty years, and they're afraid that my sister and I are becoming less and less familiar with our traditions.

Lam: So how do you maintain your culture?

Yumi: Well, we wear kimonos on special occasions and celebrate Japanese festivals such as the cherry blossom festival. We also eat *sushi*, *sashimi* and *udon* noodles. At home we speak Japanese only.

Van: Do you often go back home?

Yumi: I've been to Kyoto four or five times to visit my grandparents. But to tell you the truth, I don't know whether Viet Nam or Japan is really my home. My parents are from Japan, but I was born and grew up here.

Mr Brown: I'd be interested to read about your experiences in Viet Nam in your essay, Yumi. OK, just to remind you that the essays are due next Wednesday and late submissions won't be accepted.



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ACTIVITY 2:

VOCABULARY

Find the words you hear in the text on p59 and fill in the table with appropriate information. (0) is done as an example.

Listen!!!	Word	Part of Speech	Vietnamese equivalent
	0. <i>festival</i>	<i>Noun</i>	<i>Lễ hội</i>
	1. _____	_____	_____
	2. _____	_____	_____
	3. _____	_____	_____
	4. _____	_____	_____
	5. _____	_____	_____
	6. _____	_____	_____
	7. _____	_____	_____

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ACTIVITY 3:

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.

1.	their cultural identity
2.	costumes
3.	practices
4.	my family history
5.	your culture

5 Read the conversation again and write the correct tenses of the verbs in brackets.

1. My parents (live) _____ here for twenty years.
2. I (be) _____ to Kyoto four or five times to visit my grandparents.

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ACTIVITY 3: Move the words or phrases given in the box next to the pictures best illustrating them and then match the pictures with their meanings.

Vocabulary



assimilate



national costumes



maintain

custom



cultural practices



multicultural



the traditional clothes worn by people from a particular country on special occasions

become part of a country or community by fully integrating into their society or culture

a traditional way of behaving and doing things in a particular society

make something continue in the same way as before

activities related to religion, art, customs, diet, etc.

including people of different races, religions, languages and traditions



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Unit 5 CULTURAL IDENTITY

Grammar

Xem đoạn video sau và điền các thông tin còn thiếu trong bảng

Tense	Form	Use
Present Perfect	(+) S + _____ + _____ ...	Diễn tả hành động bắt đầu từ quá khứ kéo dài đến hiện tại, hoặc kết quả còn ở hiện tại. Nhấn mạnh đến
	(-) S + _____ + _____ ...	
	(?) _____ + S + _____ ...?	của hành động.
Present Perfect Continuous	(+) S + _____ + _____ ...	Diễn tả hành động bắt đầu từ quá khứ kéo dài đến hiện tại, hoặc kết quả còn ở hiện tại. Nhấn mạnh đến
	(-) S + _____ + _____ ...	
	(?) _____ + S + _____ ...?	của hành động.

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Unit 5 CULTURAL IDENTITY

Grammar Xem các đoạn video sau và điền các thông tin còn thiếu

- **Tính từ ngắn là các tính từ** _____

- **Tính từ dài là các tính từ** _____

- **Có hai dạng so sánh kép: Dạng với** _____ **và dạng với** _____.