**Exploring Chinese New Year's Folk Customs**

**Objective:**

To enable students to understand and articulate the significance and experience of Chinese New Year's folk customs in English, fostering cultural exchange and enhancing cross-cultural awareness.

**Teaching Procedures:**

**Introduction**

* Greet the students and introduce the topic of the lesson: Chinese New Year's folk customs.

**Activity 1: Understanding the Output-Driven Hypothesis**

* Explain the concept of the Output-Driven Hypothesis
* Discuss how this hypothesis can be applied to learning English, especially in the context of writing about cultural experiences.

**Activity 2: Defining Output Goals**

* outline the language, cultural, structural, emotional, and interactive aspects of the writing task.
* Emphasize the importance of expressing ideas accurately, promoting cultural exchange, organizing content, sharing personal experiences, and stimulating interest in cultural practices.

**Activity 3 Providing input support**

**1.Exploring Structural Aspects**

* discussing the structural aspect of the writing task.
* Explain the format of a letter and the importance of clarity and logical coherence in writing.

**2. Cultural Aspects and Folk Customs**

* Present and discuss the definition of folk customs.
* Go through the list of Spring Festival folk customs on the slide and explain each one briefly.
* Discuss the significance of these customs and their role in cultural identity and social cohesion.

**3.Language Aspect**

* Encourage students to review what they have learned before and conclude what they can use for the beginning body and the ending part.

***Describing the Experience***

* Refer to the slide titled "Language aspect--BODY" and discuss how to describe the folk-custom experience.
* Practice using phrases like "To begin with," "This was followed by," and "What mattered the most during the event was that..." to structure a narrative.

***Concluding Thoughts***

* discuss how to conclude a letter with personal reflections and cultural insights.
* Encourage students to express their feelings about the experience and its significance.

**Activity 3: Output Tasks**

Distribute handouts with key vocabulary and phrases.

* Have students write a short letter to a hypothetical pen pal describing their Spring Festival folk-custom experience.
* Circulate the classroom to provide feedback and assistance.

**Activity 4: feedback and improvement**

Invite a few students to share their letters with the class.

* Appreciate the great works of the peer and polish the simple version.
* Summarize the key points of the lesson and reinforce the importance of cultural exchange.

**Homework:**

* Ask students to research another cultural festival and write a short paragraph describing a folk custom associated with it, using the skills learned in class.