Date of planning: …. /….. /……...

Date of teaching: …. /….. /……....

**Period 69: UNIT 9: FESTIVALS AROUND THE WORLD**

**Lesson 1: Getting started – A Tulip Festival**

I. OBJECTIVES

By the end of this lesson, Ss will be able to gain:

**1. Knowledge**

- An overview about the topic “Festivals around the world”

- lexical items related to the topic “Festivals”: names of different festivals around the world

**2. Core competence**

- Develop communication skills and cultural awareness

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Personal qualities**

- Develop self-study skills

**II. MATERIALS**

- Grade 7 textbook, Unit 9, Getting started

- Computer connected to the internet

- Projector/ TV/ pictures and cards

- sachmem.vn

**Language analysis**

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| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| 1. folk dance (n) | /ˈfəʊkˌdɑːns/ | a popular dance, considered as part of the tradition or custom of a particular people | điệu nhảy/ múa dân gian |
| 2. costume (n) | /ˈkɒstjuːm/ | the set of clothes typical of a particular country or period of history, or suitable for a particular activity | trang phục |
| 3. float (n) | /fləʊt/ | a large vehicle with a flat surface that is decorated and used in festivals | xe diễu hành |
| 4. parade (n) | /pəˈreɪd/ | a large number of people walking or in vehicles, all going in the same direction, usually as part of a public celebration of something | cuộc diễu hành |
| 5. feast (n) | /fiːst/ | a special meal with very good food or a large meal for many people | bữa tiệc |
| 6. fireworks display (n) | /ˈfɑɪəwɜ:rks dɪˈspleɪ/ | a public event at which fireworks are set alight | màn bắn pháo hoa |

**Assumptions**

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| **Anticipated difficulties** | **Solutions** |
| 1. Students may be lack of knowledge about festivals. | - Prepare some photos/ posters of festivals. |
| 2. Students may have underdeveloped listening, reading and co-operating skills. | - Play the recording many times if any necessary.  - Encourage students to work in pairs, in groups so that they can help each other.  - Provide feedback and help if necessary. |

Board Plan

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| *Date of teaching*  Unit 9: FESTIVALS AROUND THE WORLD  **Lesson 1: Getting started – A Tulip Festival**  **\*Warm-up**  Chatting and describing the picture  **I. Vocabulary**  1. folk dance (n)  2. costume (n)  3. float (n)  4. parade (n)  5. feast (n)  6. fireworks display (n)  **II. Practice**  Task 1: Listen and read.  Task 2: Read the conversation again and tick the correct column.  Task 3: Write the correct word or phrase from the box under each picture.  \* Game: Who is faster?  Task 4: Fill in each blank with a word from 3.  Task 5: Quiz. What festival is it? Match each description with a festival.  **\* Homework** |

**III. PROCEDURES**

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| **Stage** | **Stage aim** | **Procedure** | **Interaction** | **Time** |
| WARM-UP | To introduce and lead in the topic | **CHATTING AND DESCRIBING THE PICTURE**  \* Teacher shows the picture of the Tulip Festival and asks students some related questions:  *- What can you see in the picture?*  *- Can you guess the name of the festival?*  *- Have you ever heard of this festival? If yes, what do you know about it?*  \*\* Students raise hands to answer the questions.  \*\*\* Teacher and students discuss the questions.  \*\*\*\* Teacher accepts all students’ questions. | T-Ss  Ss  T-Ss  T-Ss | 5 mins |
| PRESENTATION | - To provide students with vocabulary  - To help students well-prepared for the listening and reading tasks | **VOCABULARY**  \* Teacher introduces the vocabulary by giving definitions/ examples/ pictures of the words.  \*\* Teacher writes all students’ answers on the board.  \*\*\* Teacher circles or highlights the following words and discuss the meanings of these words:  1. folk dance (n) 2. costume (n)  3. float (n) 4. parade (n)  5. feast (n) 6. fireworks display (n)  \*\*\*\* Teacher checks students’ pronunciation and gives feedback. Teacher reveals that these words will appear in the reading text and asks students to open their textbook to discover further. | T-Ss  T-Ss  T-Ss  T-Ss | 10 mins |
| PRACTICE | To have students get to know the topic | **TASK 1: LISTEN AND READ.** *(Ex 1, p. 92)*  \* Teacher can play the recording more than once.  \*\* Students listen and read.  \*\*\* Teacher invites some pairs of students to read aloud.  \*\*\*\* Teacher checks students’ pronunciation and gives feedback. | T-Ss  Ss  T-Ss  T-Ss | 25 mins |
| To have students get specific information of the text | **TASK 2: READ THE CONVERSATION AGAIN. WHO DID THE FOLLOWING ACTIVITIES? TICK THE CORRECT COLUMN. SOMETIMES YOU NEED TO TICK BOTH.** *(Ex 2, p. 93)*  \* Teacher tells students to read the conversation again and work independently to find the answers.  \*\* Students do the task individually.  \*\*\* Teacher allows students to share their answers before discussing as a class and encourages them to give evidence.  \*\*\*\* Teacher calls some students to give the answers and gives feedback.  ***Answer key:*** | T-Ss  Ss  Ss-Ss  T-Ss |
| To introduce some more vocabulary related to the topic festivals. | **TASK 3: WRITE A WORD OR PHRASE FROM THE BOX UNDER EACH PICTURE.** *(Ex 3, p. 93)*  ***Game: Who is faster?***  \* Teacher divides the class into 2 teams. Each team sends a leader to play the game on the board.  - Teacher explains the instructions of the game:   * Teacher gives each team a set of cards with word/phrases from the box. * The two leaders of the teams come to the board and pin the cards under the correct pictures. * Who can finish faster with more correct answers will be the winner.   \*\* Students play the games in team.  \*\*\* Teacher has students write down the correct answer.  \*\*\*\* Teacher confirms the answers and gives feedback. Teacher can ask for translation to check their understanding.  ***Answer key:***  1. parade 2. costumes 3. feast  4. float 5. fireworks display 6. folk dance | T-Ss  Team work  T-Ss  T-Ss |
| To help Ss practise the words/ phrases in 3 | **TASK 4: FILL IN EACH BLANK WITH A WORD OR PHRASE FROM 3. YOU MAY HAVE TO CHANGE THE FORM OF THE WORD OR PHRASE.** *(Ex 4, p. 93)*  \* Teacher asks students to work individually to complete the task. Remind them to change the form of the words/phrases of needed.  \*\* Students fill in the blanks with the most suitable form of word/ phrase.  \*\*\* Teacher allows students to share answers before discussing as a class.  \*\*\*\* Teacher can ask for translation to check their understanding.  ***Answer key:***  1. folk dances 2. fireworks display  3. feast 4. parades  5. floats; costumes | T-Ss  Ss  Ss-Ss  T-Ss |
| To check Ss’ knowledge of some familiar festivals. | **Task 5: Quiz. What festival is it? Match each description with a festival (p.93).**  \* Teacher lets Ss work in groups of 4-6.  \*\* Ss work in groups to find the answers.  \*\*\* Teacher can go around to help weaker students.  \*\*\*\* Teacher calls the first group to come up with the answers to share.  ***Answer key:***  1. e 2. a 3. d 4. c 5. b | T-Ss  Group work  T-Ss  T-Ss |
| WRAP-UP | To consolidate what students have learnt in the lesson | Teacher asks students to talk about what they have learnt in the lesson. | T-Ss | 3 mins |
| HOMEWORK | To prepare vocabulary for the next lesson: A closer look 1 | - Name at least 3 festivals around the world.  - Do exercises in the workbook.  - Project preparation  + Teacher informs student of the final project of the Unit’s project  + Explain the requirements of the project: Think of a new festival that you would like to celebrate, then draw pictures or cut out pictures from magazines about that festival. Students will show their work and present in Lesson 7 – Looking back and Project.  + Teacher explains to students how they can get the information.  + Put students into groups and ask them to discuss to assign tasks for each member. Help them set a deadline for each task.  (Teacher should check the progress of students’ preparation after each lesson.) | T-Ss | 2 mins |

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**Period 70: UNIT 9: FESTIVALS AROUND THE WORLD**

**Lesson 2: A closer look 1**

I. OBJECTIVES

By the end of this lesson, Ss will be able to gain:

**1. Knowledge:**

- Vocabulary: types of festivals and festival activities

- Pronunciation: pronounce two-syllable words with correct stress

**2. Core competence**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Personal qualities**

- Develop self-study skills

**II. MATERIALS**

- Grade 7 textbook, Unit 9, A closer look 1

- Computer connected to the Internet

- Projector/ TV/ pictures

- sachmem.vn

**Language analysis**

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| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| 1. Cannes Film Festival | /kæn fɪlm festɪvl/ | an annual film festival held in Cannes, France, which previews new films of all genres | Liên hoan phim Cannes |
| 2. Mid-Autumn Festival | /mɪd-ɔːtəm festɪvl/ | he festival which is held on the 15th day of the 8th month of the lunar calendar with a full moon at night | Tết Trung thu |
| 3. Thanksgiving | /ˌθæŋksˈɡɪvɪŋ/ | a national holiday on the fourth Thursday in November in the US and on the second Monday in October in Canada, when families get together for a big meal and express their appreciation for life, health, etc. | Lễ Tạ ơn |
| 4. Easter | /ˈiːstər/ | a Christian religious holiday to celebrate Jesus Christ's return to life after he was killed | Lễ Phục sinh |
| 5. carve | /kɑːv/ | to make something by cutting into especially wood or stone, or to cut into the surface of stone, wood, etc. | chạm, khắc |
| 6. perform | /pəˈfɔːm/ | to do an action or piece of work | biểu diễn |

**Assumptions**

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| **Anticipated difficulties** | **Solutions** |
| Students may have underdeveloped listening, speaking and co-operating skills. | - Encourage students to work in pairs, in groups so that they can help each other.  - Provide feedback and help if necessary. |

Board Plan

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| *Date of teaching*  **UNIT 9: FESTIVALS AROUND THE WORLD**  **Lesson 2: A closer look 1**  \*Warm-up  Game: Hot seat  I. Vocabulary  1. Cannes Film Festival 2. Mid-Autumn Festival  3. Thanksgiving (n) 4. Easter (n)  5. carve (v) 6. perform (v)  **II. Practice**  Task 1: Write under each picture a festival name.  Task 2: Complete the table below with the phrases.  Task 3: Fill in each blank with a word or phrase.  Task 4: Listen and repeat. Then underline the stressed syllable.  Task 5: Listen and repeat the sentences. Underline the stressed syllables.  **\* Homework** |

**III. PROCEDURES**

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| **Stage** | **Stage aim** | **Procedure** | **Interaction** | **Time** |
| WARM-UP | - To review the previous lesson and activate students’ knowledge. | **GAME: HOT SEAT**  \* Teacher divides the class into 2 teams. Each team will send a leader to play the game on the board.  - Teacher explains the instructions of the game:   * Each leader stands against the board. * Teacher shows/ writes the names of the festivals (exercise 5 – page 93). * Other members from each team describe the festivals and let the leader guess the names of the festivals. * The team with more correct answers is the winner.   \*\* Students play in teams.  \*\*\* Students give the correct answers.  \*\*\*\* Teacher confirms the answers and gives feedback. | T-Ss  Team work  Ss-Ss  T-Ss | 5 mins |
| PRESENTATION | To introduce new words. | \* Teacher introduces the vocabulary.  \*\* Teacher introduces the vocabulary by:   * providing the pictures * providing the definition/ example of the words   1. Cannes Film Festival  2. Mid-Autumn Festival  3. Thanksgiving (n)  4. Easter (n)  5. carve (v)  6. perform (v)  \*\*\* Teacher asks students to repeat.  \*\*\*\* Teacher uses the “rub out and check” method to check. | T-Ss  T-Ss  T-Ss | 7 mins |
| VOCABULARY | To present some types of festivals | **TASK 1: WRITE UNDER EACH PICTURE A FESTIVAL NAME FROM THE BOX.** *(Ex 1, p. 94)*  \* Teacher has students to look at the pictures and asks them if they know the names of the festivals.  \*\* Teacher gets students to do the exercise in individuals.  \*\*\* Ask them to share their answers in pairs before checking the answers as a class.  \*\*\*\* Teacher then encourages students to explain their answers. Correct if necessary.  ***Answer key:***  1. Halloween  2. Christmas  3. Mid-Autumn Festival  4. Cannes Film Festival  5. Easter  6. Thanksgiving | T-Ss  Ss  Pair work  T-Ss | 25 mins |
| To present some festival activities | **TASK 2: COMPLETE THE TABLE BELOW WITH THE PHRASES FROM THE BOX.** *(Ex 2, p. 94)*  \* Teacher tells Ss that people celebrate festivals with different food and activities.  \*\* Teacher asks them to do the task individually.  \*\*\* Teacher asks students to share their answers in pairs before checking the answers as a class.  \*\*\*\* Teacher then encourages students to explain their answers. Correct if necessary.  ***Answer key:*** | T-Ss  Ss  Pair work  T-Ss |
| To give Ss further practice with words related to festivals and festivals activities. | **TASK 3: FILL IN EACH BLANK WITH A WORD OR PHRASE FROM THE BOX.** *(Ex 3, p. 94)*  \* Teacher asks Ss to work in pairs to complete the sentences with the words/ phrases given.  \*\* Ss work in pairs.  \*\*\* Teacher allows students to cross check first.  \*\*\*\* Teacher invites some pairs to share their answers and gives feedback.  ***Answer key:***  1. Christmas 2. painting eggs  3. candy apples  4. Cannes Film Festival  5. Mid-Autumn Festival 6. turkey | T-Ss  Pair work  Ss-Ss  T-Ss |
| PRONUNCIATION | To help Ss identify how to pronounce two-syllable words with correct stress | **TASK 4: LISTEN AND REPEAT. THEN UNDERLINE THE STRESSED SYLLABLE IN EACH WORD.** *(Ex 4, p. 94)*  \* Teacher helps Ss to understand what a syllable is. Explain to them that a syllable is a unit of pronunciation having one vowel sound, with or without surrounding consonants, forming the whole part of a word. Give some examples of one-, two- and three-syllable words.  - Tell them that in this lesson, they just focus on two-syllable words and their common stress pattern. Have Ss name some more two-syllable words.  \*\* Teacher has Ss listen and repeat out the words in the table. Play the recording again for them to underline the stressed syllable in each word.  \*\*\* Teacher allows students to cross check first.  \*\*\*\* Teacher lets Ss share their answer and gives feedback. Ask Ss if they recognize any rules related to stress in two-syllable words. Share with them the most common rules.    ***Answer key:*** | T-Ss  T-Ss  Ss-Ss  T-Ss |
| To help Ss pronounce two-syllable words with correct stress in sentence. | **TASK 5: LISTEN AND REPEAT THE SENTENCES. UNDERLINE THE STRESSED SYLLABLES IN THE BOLD WORDS.** *(Ex 5, p. 94)*  \* Teacher has Ss read quickly the sentences and plays the recording. Ask them to pay attention to the bold words and underline the stressed syllables.  \*\* Students practice in pairs or in groups.  \*\*\* Teacher goes around offering help or correcting pronunciation, if necessary.  \*\*\*\* Teacher calls some students to say the sentences in front of the class. Check their pronunciation if necessary. | T-Ss  Group work  T-Ss  T-Ss |
| PRODUCTION | To test students' quick reaction to the targeted sounds | **GAME: UP AND DOWN**  \*Teacher explains the rules:  *Teacher says 1-15 words containing two-syllable words. Students stand up for the ones with first main stress pattern, sit down for the second main stress pattern.*  \*\* Students play the game in teams.  \*\*\* Teacher helps students in the game.  \*\*\*\* Teacher gives feedback. | T-Ss  Team work  T-Ss  T-SS | 5 mins |
| WRAP-UP | To consolidate what students have learnt in the lesson | Teacher asks students to talk about what they have learnt in the lesson. | T-Ss | 2 mins |
| HOMEWORK | To review the lesson | Do exercises in workbook. | T-Ss | 1 min |