Date of preparing: ………………………………….

Date of teaching: ………………………………….

**Period …**

**UNIT 4: FESTIVALS and FREE TIME**

**Lesson 2 - Part 1 (Page 33) - Vocabulary and Reading**

**I. OBJECTIVES**

By the end of the lesson, Ss will be able to…

**1. Knowledge**

- know more vocabularies about events.

- talk about future events.

- use the Present Simple for future use.

**2. Ability**

- improve the use of English and Reading skills.

**3. Quality**

**-** have positive attitude in English language learning so that they actively participate in all classroom activities.

- know how to relax after hard working time at school.

**II. TEACHING AIDS AND LEARNING MATERIALS**

Lesson plan, PPT slides, student’s book, workbook, notebook, personal computer (if any), projector/TV, speakers, DCR & DHA on Eduhome, handouts…

**III. PROCEDURES**

**A. Warm up: (5’)**

**a) Objective:** to introduce the new lesson and set the scene for Ss to acquire new language; to get students' attention at the beginning of the class by means of enjoyable and short activities as well as to engage them in the steps that followed.

**b) Content:** Introducing some events (festival activities).

**c) Product:** Ss know more about festival activities they are going to study in the lesson.

**d) Competence**: collaboration, communication, critical thinking.

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| - Give greetings  - Check attendance   * **Option 1: Use the “New Word” activity – Part a, page 33, to warm up**   - Show pictures and festival activities, have Ss work in pairs to number the pictures  - Call Ss to give answers  - Give feedback  - Lead to the new lesson     * **Option 2: Clip: Glastonbury Festival**   - Play a video clip about Glastonbury Festival (about 2 minutes)  - Have Ss watch the video clip and list festival activities they can see from the clip  - Have Ss give answers  - Check, give feedback  🡪 Lead to the new lesson  \*Link:  <https://www.youtube.com/watch?v=6iV_3wfGBRY> | -Greet T  - Work in pairs and number the pictures  - Give answers  - Listen  **Answer keys**  *2F 3B 4C 5E 6D*  - Watch  - List festival activities  - Give answers  **Suggested answers**  ***Festival activities Ss can see from the clip:***  *- Music show*  *- Magic show*  *- Dancing*  *- Playing games*  *- Food stand*  *- Making arts and crafts*  *- Dragon and lion dancing* |

**B. New lesson (36’)**

* **Activities 1: Vocabulary (17’)**

**a) Objective:** Ss know some names of festival activities and adjectives to talk about festival activities

**b) Content:**

**-** numbering the pictures.

**-** adding more adjectives and talking about festival activities.

**c) Products:** Ss can talk about festival activities.

**d) Competence**: communication, collaboration, presentation, analytical and synthesizing skills.

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| **a. Number the pictures. Listen and repeat.**   * **Option 1:** *(If T doesn’t use this part for Warm-up)*   - Demonstrate the activity, using the example in the book.  - Have Ss look, read and number the pictures  - Ask Ss to work in pairs to check their answers with their partners  - Check answers as a whole class  - Play the audio (CD1 – Track 46) for Ss to listen and repeat.  - Call some Ss to read the phrases again, correct their pronunciation and stress   * **Option 2:** *(If T has used part a. for Warm-up)*   - Give Ss an extra activity  - Have Ss close all books  - Use other pictures (different pictures from those in the book) to help Ss remember the new words they have learnt  - Have Ss look at the pictures and give names of festival activities  - Ask Ss to give answers  - Check answers as a whole class    **b. Draw the table. Add more adjectives and talk about some festival activities.**  - Have Ss draw the table and add more positive and negative adjectives  - Call Ss to give answers  - Give feedback, help them add more adjectives if necessary  - Have Ss describe the festival activities-using the adjectives  - Have some Ss share their ideas with the class  - Give feedback and evaluation | - Look and listen  - Work in pairs  - Listen and check  - Listen and repeat  - Read  **Answer keys**  *2F 3B 4C 5E 6D*  - Close books  - Look and give names  - Give answers (Say or write on the board)  **Answer keys**    - Work in pairs  - Give answers  - Listen and take notes  - Talk about festival activities  - Give answers  **Suggested answers**  ***Positive adjectives:*** *Fun, interesting, fascinating, …*  ***Negative adjectives:*** *Boring, dangerous, adventurous, expensive, …* |

* **Activity 2: Reading (19’)**

**a) Objective:** Ss can develop their reading skills.

**b) Content:**  reading the text messages and answering the questions.

**c) Products:** Ss can read for specific information.

**d) Competence**: collaboration, communication, analytical and synthesizing skills.

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| **Read the text messages between Amy and Jim and answer the questions**   * **Option 1:**   - Have Ss read the text messages individually  - Have Ss work in pairs to read the text messages  - Have Ss answer the questions  - Remind Ss to use the Present Tense  - Have some Ss share their answers with the class (write on the board)  - Give feedback  - Have Ss finish writing the answers in their notebooks   * **Option 2:** (For class with better students)   - Follow the same steps as option 1  - Then, give an **extra activity**:  - Have Ss work in groups and think of an oncoming festival (real or imaginative) (place of the festival, time to open, time to end, activities, participants, …)  - Have Ss practice asking and answering about the festival  - Remind Ss to use the text messages as examples  - Have Ss demonstrate their conversation in front of the class  - Give feedback and evaluation | - Read and answer the questions  - Write answers  - Check answers  - Write in notebooks  **Answer keys**  *1. It is in the park.*  *2. It starts at 10 a.m.*  *3. There’s a tug of war and a fashion show.*  *4. The food stands open at 10.30 a.m.*  *5. The bus leaves at 9.30 a.m.*  - Work in groups  - Ask and answer about a festival  - Act out the conversation  - Listen  **Suggested conversation**  ***A****: Hi! Are you free this weekend?*  ***B****: Sure, why?*  ***A****: There’s a festival in the city center. Do you want to go?*  ***B****: Sounds interesting! When does it start?*  ***A****: It starts at 7p.m on Saturday.*  ***B****: Cool! What activities can they do there?*  ***A****: There’s a music show, a fashion show and a lot of food stands*  ***B****: Great! How can we come to the city center?*  ***A****: We can take a taxi*  ***B****: ok! I can’t wait. See you on Saturday!* |

**C. Consolidation (2’)**

**\* Vocabulary**:

Festival activities: music performance, fashion show, puppet show, talent show, food stand, tug of war, dancing, magic show …

Adjectives to describe festival activities: boring, sad, dangerous, fun, interesting, wonderful, …

**\* Talk about a festival**: Time, place, activities, people, …

**D. Homework (2’)**

- Learn by heart the new words.

- Do exercises in Workbook: Lesson 2 - New words – Part a, b and c (page 22).

- Prepare: Lesson 2 – Grammar (page 34 – SB).