**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

- hoclieu.vn

**Language analysis**

| **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**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| 1. Students may lack 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 necessary.  - Encourage students to work in pairs, in groups so that they can help each other.  - Provide feedback and help if necessary. |

Board Plan

| *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** |
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**III. PROCEDURES**

***Notes:***

In each activity, each step will be represented as following:

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Give comments or feedback

| **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 of 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 words/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 teams.  \*\*\* 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 if 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  - To prepare for the unit project | - 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 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 |

**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

- hoclieu.vn

**Language analysis**

| **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/ | a festival 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 4th Thursday in November in the US and on the 2nd 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**

| **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

| *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**

***Notes:***

In each activity, each step will be represented as following:

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Give comments or feedback

| **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 definitions/ examples 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 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 festival 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 sentences. | **TASK 5: LISTEN AND REPEAT THE SENTENCES. UNDERLINE THE STRESSED SYLLABLES IN THE BOLD WORDS.** *(Ex 5, p. 94)*  \* Teacher has Ss read the sentences quickly and plays the recording. Ask them to pay attention to the bold words and underline the stressed syllables.  \*\* Students practise 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. Correct 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 words having stress on the first syllable, sit down for the ones having stress on the second syllable.*  \*\* 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 the workbook. | T-Ss | 1 min |

**UNIT 9: FESTIVALS AROUND THE WORLD**

**Lesson 3: A closer look 2**

I. OBJECTIVES

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

**1. Knowledge:**

- Practise using *Yes/No* questions

**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 2

- Computer connected to the Internet

- Projector/ TV/ pictures and cards

- hoclieu.vn

**Language analysis**

| **Form** | **Meaning** |
| --- | --- |
| *Yes/ No* questions | *Yes / No* questions are used to check information or ask for confirmation.  These questions need either a *Yes* or *No* answer.  We form a *Yes/ No* question with an auxiliary verb (*be, do* or *have)* or with a modal verb. We put the auxiliary verb or modal verb before the subject.  Examples:  *Did you go to bed late yesterday?*  *Are you tired now?* |

**Assumptions**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| 1. Students may find confused when to use the *yes/no* questions with auxiliary verbs/ modal verbs. | - Give short and clear explanations/ structures with legible examples for each case. |
| 2. Students may have underdeveloped speaking and co-operating skills. | - Give clear instructions, give examples before letting students work in groups.  - Provide feedback and help if necessary. |

Board Plan

| *Date of teaching*  Unit 9: FESTIVALS AROUND THE WORLD  **Lesson 3: A closer look 2**  **\* Warm-up**  Game: Sentence puzzling  **I. Grammar focus**  *Yes/No* questions  **II. Practice**  Task 1: Fill in each blank with a correct auxiliary verb or modal verb.  Task 2: Change the sentences into *Yes/ No* questions.  Task 3: Match the questions in column A with their answers in column B.  Task 4: Mark is talking to Trang about the Mid-Sutumn Festival. Fill in the blanks with Trang’s answers below.  **III. Production**  Task 5: Game. Festival mystery.  **\* Homework** |
| --- |

**III. PROCEDURES**

***Notes:***

In each activity, each step will be represented as following:

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Give comments or feedback

| **Stage** | **Stage aim** | **Procedure** | **Interaction** | **Time** |
| --- | --- | --- | --- | --- |
| WARM-UP | - To activate students’ prior knowledge related to the targeted grammar: *Yes/No* questions  - To increase students’ interest  - To enhance students’ skills of cooperating with team mates | **GAME: SENTENCE PUZZLING**  \* Teacher divides the class into 4 groups.   * Teacher delivers different sets of word cards to each group. * Each group has to arrange the word cards to make meaningful sentences. * 1 point for each correct answer.   \*\* Students play the game in groups.  \*\*\* Teacher and students discuss the answers.  \*\*\*\* Teacher confirms the answers and gives feedback.  ***Set 1****:*  *Are you eating moon cakes?*  ***Set 2****:*  *Did they eat moon cakes at the festival last year?*  ***Set 3****:*  *Can he eat all these mooncakes?* | T-Ss  Group work  T-Ss  T-Ss | 5 mins |
| LEAD-IN | To introduce the targeted grammar: *Yes/No* questions | - Teacher draws students’ attention to the *Yes/No* questions.  - Teacher introduces the target of the lesson: *Yes/No* questions. | T-Ss  T-Ss | 2 mins |
| PRESENTATION | To have students get to know about the *Yes/No* questions. | \* Teacher asks students to study the Grammar box.  - Teacher draws students’ attention to the use and how to form a *Yes/No* question with an auxiliary verb or with a modal verb.  \*\* Teacher then asks some more able students to give some more examples.  ***Yes/No questions***  We use the auxiliary verb or modal verb before the subject.  *Examples:*  *- Are you tired?*  *- Did you get many Christmas presents?*  *- Can you eat all the cakes?*  \*\*\* Teacher and students discuss the answers.  \*\*\*\* Teacher confirms the answers and gives feedback. | T-Ss  T-Ss  T-Ss  T-Ss | 8 mins |
| PRACTICE | To check students’ understanding of the *Yes/No* questions | **TASK 1: FILL IN EACH BLANK WITH A CORRECT AUXILIARY VERB OR MODAL VERB.** (Ex 1, p. 95)  \* Teacher has students work individually.  \*\* Students work individually to complete the sentences.  \*\*\* Teacher lets students work in pairs and exchange the answers before checking with the whole class (explain each sentence if necessary).  \*\*\*\* Teacher confirms the answers and gives feedback.  ***Answer key:***  1. Do  2. Did  3. Are  4. Can  5. Does | T-Ss  Ss  Pair work  T-Ss | 15 mins |
| To help Ss practise making *Yes/No* questions | **TASK 2: CHANGE THE SENTENCES INTO *YES / NO* QUESTIONS.** *(Ex 2, p. 95)*  \* Teacher has students work individually.  \*\* Students work individually to complete the sentences.  \*\*\* Teacher lets students work in pairs and exchange the answers before checking with the whole class (explain each sentence if necessary).  \*\*\*\* Teacher confirms the answers and gives feedback.  ***Answer key***:  1. Can your mother make a costume for you?  2. Will she bake a birthday cake for him?  3. Are the dragon dances interesting?  4. Does the Rio Carnival take place every year in Brazil?  5. Did they see a fireworks display on New Year’s Eve? | T-Ss  Ss  Pair work  T-Ss |
| To give further practice with *Yes/No* questions | **TASK 3: MATCH THE QUESTIONS IN COLUMN A WITH THEIR ANSWERS IN COLUMN B.** *(Ex 3, p. 95)*  \* Teacher asks students to read the instruction.  \*\* Teacher asks students to do the exercise individually and match the questions in column A with the answers in column B.  \*\*\* Teacher then has them work in pairs, comparing their sentences. Teacher can go around to help students.  \*\*\*\* Teacher confirms the answers and gives feedback.  ***Answer key***:  1. c  2. a  3. a  4. b  5. d | T-Ss  Ss  Pair work  T-Ss |
| To give further practice with *Yes/No* questions | **TASK 4: MARK IS TALKING TO TRANG ABOUT THE MID-AUTUMN FESTIVAL. FILL IN THE BLANKS WITH TRANG’S ANSWERS BELOW.** *(Ex 4, p. 95, 96)*  **Game: Who is faster?**  \* 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:   * Teacher gives each team a set of cards with phrases from the box. * The two leaders of the teams come to the board and pin the cards under the correct number. * Who can finish faster with the correct answer will be the winner.   \*\* Students play the games in team mode.  \*\*\* 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. b  2. e  3. a  4. c  5. d | T-Ss  Team work  T-Ss  T-Ss |
| PRODUCTION | To help Ss practise producing *Yes/No* questions | **TASK 5: GAME. FESTIVAL MYSTERY.**  **WORK IN GROUPS. ONE STUDENT THINKS OF A FESTIVAL HE/SHE LIKES. OTHER STUDENTS ASK *YES/NO* QUESTIONS TO FIND OUT WHAT THE FESTIVAL IS.** *(Ex 5, p. 96)*  \* Teacher has students work in groups.  \*\* One student thinks of a festival that he/ she likes. Other students ask *Yes / No* questions to find out what the festival is.  The group leader keeps a record of the group’s performance.  \*\*\* Teacher moves around to observe and pays attention to Ss’ *yes / no* questions.  \*\*\*\* Teacher asks some groups to perform in front of the class, confirms the answers and gives feedback.  ***Example***:  *A: Do many countries celebrate the festival?*  *B: Yes, they do.*  *A: Do children like the festival?*  *B: Do they paint eggs?*  *A: Yes, they do.*  *C: Is it Easter?*  *B: Yes, it is.* | T-Ss  Group work  T-Ss  T-Ss | 10 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 | 3 mins |
| HOMEWORK | Reactivate the knowledge that students have gained. | - Remember to prepare for the project.  - Do exercise in the workbook. | T-Ss | 2 min |

**UNIT 9: FESTIVALS AROUND THE WORLD**

**Lesson 4: Communication**

I. OBJECTIVES

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

- Express disappointment

- Understand the concept of festival symbols and their meanings

- Talk about the concept of festival symbols and their meanings

**1. Knowledge:**

a. Vocabulary: revise vocabulary on types of festivals and festival activities

b. Grammar: structures to express disappointment

**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, Communication

- Computer connected to the Internet

- Projector/ TV/ pictures and cards

- hoclieu.vn

**Language analysis**

|  | **Examples** |
| --- | --- |
| Expressing disappointment | *\* It was disappointing!*  *\* It was a big disappointment.*  Other expressions:  *\* That’s too bad!*  *\* What a disaster!*  *\* That’s so disappointing!* |

**Assumptions**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| 1. Students may lack knowledge about festival symbols and meanings. | - Prepare some photos/ posters of festival symbols and give suggestions of their meanings. |
| 2. 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

| *Date of teaching*  Unit 9: FESTIVALS AROUND THE WORLD  **Lesson 4: Communication**  \*Warm-up  Name the festivals  **I. Everyday English**  Task 1: Listen and read the conversation. Pay attention to the highlighted sentences.  Task 2: Work in groups. Make a similar conversation.  **II. Festival symbols**  Task 3: Listen to Mark talking about festival symbols. Fill in each blank with ONE word.  Task 4: Work in pairs. Match each festival with its symbol and meaning.  Task 5: Work in groups. Choose a festival and talk about its symbol(s) and meaning.  **\* Homework** |
| --- |

**III. PROCEDURES**

***Notes:***

In each activity, each step will be represented as following:

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Give comments or feedback

| **Stage** | **Stage aim** | **Procedure** | **Interaction** | **Time** |
| --- | --- | --- | --- | --- |
| WARM-UP | To activate students’ knowledge and interest | **GAME: NAME THE FESTIVALS**  \* Teacher divides the class into 2 teams. Teacher shows pictures of some festivals on the slides.  \*\* Ss give the correct names of the festivals as fast as possible. The one with more correct answers is the winner.  \*\*\* Students work in teams.  \*\*\*\* Teacher checks and gives feedback. | T-Ss  Team work  Team work  T-Ss | 3 mins |
| EVERYDAY ENGLISH | To help students get to know the ways to express disappointment | **TASK 1: LISTEN AND READ THE CONVERSATION. PAY ATTENTION TO THE HIGHLIGHTED SENTENCES.** *(Ex 1, p. 96)*  \* Teacher lets students listen to the examples in Ex 1 in the book.  \*\* Teacher draws their attention to the form of ways to express  disappointment.  \*\*\* Teacher and students discuss the form of ways to express disappointment and give some other expressions.  \*\*\*\* Teacher confirms the answers and gives feedback. | T-Ss  T-Ss  T-Ss  T-Ss | 5 mins |
| To help students practise the ways to express disappointment | **TASK 2: WORK IN GROUPS. MAKE A SIMILAR CONVERSATION FOR EACH SITUATION BELOW.** *(Ex 2, p. 96)*  \* Teacher has students work in groups to discuss and make similar conversation for each situation.  \*\* Students work in groups to discuss.  \*\*\* Teacher then asks students to exchange their answers among the class.  \*\*\*\* Teacher moves around to observe, provides help and gives feedback. | T-Ss  Group work  Ss-Ss  T-Ss | 6 mins |
| FESTIVAL SYMBOLS | - To help Ss understand the concept of festival symbols  - To provide Ss with some Christmas symbols and their meanings. | **TASK 3: LISTEN TO MARK TALKING ABOUT FESTIVAL SYMBOLS. FILL IN EACH BLANK WITH ONE WORD.** *(Ex 3, p.96)*  \* Teacher asks Ss what they think of when they talk about Christmas, i.e Christmas symbols. Elicit answers from students.  Have Ss read the sentences given. Ask them to predict what word to use to fill in each blank. Write their answers on the board.  \*\* Students work individually. Then listen to the recording and check the answers.  \*\*\* Teacher invites some Ss to share their answers.  \*\*\*\* Teacher gives feedback and correction (if needed).  ***Answer key:***  1. think  2. meaning  3. life  4. happiness | T-Ss  Ss  T-Ss  T-SS | 13 mins |
| To help Ss understand the symbols and meanings of other festival | **TASK 4: WORK IN PAIRS. MATCH EACH FESTIVAL WITH ITS SYMBOL AND MEANING.** *(EX 4, p. 97)*  \* Teacher introduces some new words if necessary (*prosperity, reunion*).  \*\* Ss works in pairs to finish the task.  \*\*\* Teacher allows the student to cross check first.  \*\*\*\* Teacher confirms the answers and gives feedback.  ***Answer key:***  1. C - b  2. A - c  3. D - a  4. B - d | T-Ss  Pair work  Ss-Ss  T-Ss |
| To let students practise talking about festival symbols and their meanings | **TASK 5: WORK IN GROUPS. CHOOSE A FESTIVAL AND TALK ABOUT ITS SYMBOL(S) AND MEANING.** *(Ex 5, p. 97)*  \* Teacher lets students group up and spend 5 minutes on taking notes of a festival.  \*\* Students work in groups.  \*\*\* All group members choose a festival and talk about its symbols and meanings.  \*\*\*\* Teacher moves around to observe and offers help if needed.  \* Teacher invites some students to talk about festival symbols and their meanings.  \*\* Students share their group’s answers.  \*\*\* Teacher allows students to cross check first. | T-Ss  Group work  Ss-Ss  T-Ss | 15 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 min |
| HOMEWORK | Reactivate the knowledge that students have gained | - Do exercises in their Workbook.  - Prepare for the next lesson. | T-Ss | 1 min |

**UNIT 9: FESTIVALS AROUND THE WORLD**

**Lesson 5: Skills 1**

I. OBJECTIVES

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

**1. Knowledge:**

- Develop reading skill about an unusual festival

- Develop speaking skill: talking about a festival they enjoy

**2. Core competence:**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Develop presentation skill

- Actively join in class activities

**3. Personal qualities**

- Develop self-study skills

**II. MATERIALS**

- Grade 7 textbook, Unit 9, Skills 1

- Computer connected to the Internet

- Projector/ TV/ pictures and cards

- hoclieu.vn

**Language analysis**

| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| --- | --- | --- | --- |
| join (v) | /dʒɔɪn/ | to get involved in an activity or journey with another person or group | tham gia |
| feature (v) | /ˈfiːtʃər/ | to include someone or something as an important part | trình diễn đặc biệt |
| performance (n) | /pəˈfɔːməns/ | the action of entertaining other people by dancing, singing, acting, or playing music | màn biểu diễn |

**Assumptions**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| 1. Students may lack knowledge about some lexical items. | - Provide students with the meaning and pronunciation of words. |
| 2. Students may have underdeveloped reading, speaking and co-operating skills. | - Let students read the text again (if needed).  - Create a comfortable and encouraging environment for students to speak.  - Encourage students to work in pairs, in groups so that they can help each other.  - Provide feedback and help if necessary. |
| 3. Some students will excessively talk in the class. | - Define expectation in explicit detail. - Have excessively talkative students practise.  - Continue to define expectations in small chunks (before every activity). |

Board Plan

| *Date of teaching*  Unit 9: FESTIVALS AROUND THE WORLD  **Lesson 5: Skills 1**  **\* Warm-up**  Game: Who is faster  **I. Reading**  Task 1: Work in pairs. Look at the pictures. Which events do you think happen at the Twins Day Festival?  ***Vocabulary***  1. join (v)  2. feature (v)  3. performance (n)  Now quickly read the email below and check your answers.  Task 2: Match each word from the email in 1 with its meaning.  Task 3: Read the email again. Complete each sentence with no more than TWO words.  **II. Speaking**  Task 4: Match the questions and answer about a festival someone joined.  Task 5: Work in pairs. Ask and answer about a festival you and your friend joined. Tell the class.  **\* Homework** |
| --- |

**III. PROCEDURES**

***Notes:***

In each activity, each step will be represented as following:

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Give comments or feedback

| **Stage** | **Stage aim** | **Procedure** | **Interaction** | **Time** |
| --- | --- | --- | --- | --- |
| WARM-UP | - To introduce the topic of reading  - To enhance students’ skills of cooperating with team mates | **GAME: WHO IS FASTER?**  \* Teacher divides the class into 2 teams.  - Each team has to run in a relay to the board to write the correct types of festivals and their symbols and meaning under the posters.  - The team with more correct answers will be the winner.  \*\* Students play the game in teams.  \*\*\* Teacher and students discuss the answers.  \*\*\*\* Teacher confirms the answers and gives feedback. | T-Ss  Teamwork  Ss-Ss  T-Ss | 5 mins |
| PRE-READING | To lead in the reading skills | **TASK 1: WORK IN PAIRS. LOOK AT THE PICTURES. WHICH EVENTS DO YOU THINK HAPPEN AT THE TWINS DAY FESTIVAL?** *(Ex 1, p. 97)*  \* Teacher has students work in pairs, look at the pictures in the book. Ask Ss to discuss what/ who they see in the pictures and answer the questions.  \*\* Students work in pairs.  \*\*\* Teacher and students discuss the questions and answers.  \*\*\*\* Teacher accepts all students’ questions and answers. | T-Ss  Pair work  T-Ss  T-Ss | 3 mins |
| WHILE-READING | To provide students with some lexical items before reading the text | **VOCABULARY**  \* Teacher introduces the vocabulary.  \*\* Teacher asks students to get the meaning in context and try to make up sentences with of the following words:  1. join (v)  2. feature (v)  3. performance (n)  \*\*\* Teacher and students discuss the answers.  \*\*\*\* Teacher confirms the student's answers and checks their pronunciation and gives feedback.  **NOW QUICKLY READ THE EMAIL BELOW AND CHECK YOUR ANSWERS.**  ***Answer key:***  *Pictures a + c: Twins Day Festival* | T-Ss  T-Ss  T-Ss  T-Ss | 15 mins |
| To develop the skill of guessing the meanings of new words in context | **TASK 2: MATCH EACH WORD FROM THE EMAIL IN 1 WITH ITS MEANING.** *(Ex 2, p. 98)*  \* Teacher tells Ss what they are going to do. Ask Ss how to do the exercise and elicits answers from Ss.  If needed, tell them that they can follow these steps to do the exercise:  + Read the words in the left column.  + Locate each word in the text.  + Read around the word to get the general meaning.  + Read the definitions in the right column, find the suitable meaning to match each word.  Ask Ss to repeat the steps (they can speak in Vietnamese).  \*\* Students read the text and do the task in individuals.  \*\*\* 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 answer, explaining which sentence gives them the information.  ***Answer key:***  1. b  2. d  3. a  4. c | T-Ss  Ss  Ss-Ss  T-Ss |
| To develop reading skill for specific information (scanning) | **TASK 3: READ THE EMAIL AGAIN. COMPLETE EACH SENTENCE WITH NO MORE THAN TWO WORDS.** *(Ex 3, p. 98)*  \* Teacher can set a longer time limit for students to read the text again and complete the sentences.  Briefly tell them the steps: read the sentences – underline key words – locate the key words in the text – find the words to complete the sentences.  \*\* Teacher asks students to work in individuals and find the answer.  \*\*\* Teacher allows students to share their answers before discussing as a class and encourages them to give evidence.  \*\*\*\* Teacher calls a student to write his/ her answer on the board, then checks sentence by sentence with the class.  ***Answer key***:  1. first weekend  2. (different) countries  3. walked together  4. performance  5. Fun Run  6. exciting | T-Ss  Ss  Ss-Ss  T-Ss |
| PRE-SPEAKING | To help students identify how to ask and answer about a festival they attended | **TASK 4: MATCH THE QUESTIONS AND ANSWER ABOUT A FESTIVAL SOMEONE JOINED. (Ex 4, p. 98)**  \* Teacher tells Ss they are going to ask and answer about a festival they attended and that this activity can serve as a model for them to follow in the writing task.  \*\* Teacher asks students to work individually and then check in pairs.  \*\*\* Teacher can go around to help weaker students.  \*\*\*\* Teacher calls on some pairs to give the answers and check as the whole class.  ***Answer key:***  1. d  2. b  3. e  4. c  5. a | T-Ss  Pair work  T-Ss  T-Ss | 5 mins |
| WHILE-SPEAKING | To give Ss practice in asking and answering about a festival Ss attended | **TASK 5: WORK IN PAIRS. ASK AND ANSWER ABOUT A FESTIVAL YOU AND YOUR FRIEND JOINED, USING THE QUESTIONS IN 4 AS CUES. TELL THE CLASS ABOUT THE FESTIVAL YOUR PARTNER JOINED.**  \* Teacher has students work in pairs, ask and answer about a festival they attended.  \*\* Students work in pairs to do the task.  \*\*\* Teacher goes around to help students.  \*\*\*\* After finishing, teacher can call some pairs to give presentations in front of the class. | T-Ss  Pair work  T-Ss  Ss | 10 mins |
| POST-SPEAKING | - To help students improve next time  - To help some students enhance presentation skill | \* Teacher allows students to give comments for their friends and vote for the most interesting dialogue.  \*\* Students give comments for their friends and vote for the most interesting dialogue.  \*\*\* Teacher and students discuss.  \*\*\*\* Teacher gives feed-back and comments. | T-Ss  Ss-Ss  T-Ss  T-Ss | 3 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 min |
| HOMEWORK | Prepare for the next lesson | - Do exercises in the workbook.  - Video your presentation about a festival you enjoy | T-Ss | 2 min |

**UNIT 9: FESTIVALS AROUND THE WORLD**

**Lesson 6: Skills 2**

I. OBJECTIVES

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

**1. Knowledge:**

- Listen for special information about a festival

- Write an email to describe a festival

**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**

1. Textbooks, plan

2. Equipment: computer accessed to the Internet, projector, loudspeaker

3. hoclieu.vn

**Assumptions**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| 1. Students may lack information about a festival. | - Prepare some suggestions on things related to a festival.  - Let students work in small groups to help each other. |
| 2. Students may have underdeveloped listening, speaking and co-operating skills. | - Play the recording many times if necessary.  - Encourage students to work in pairs, in groups so that they can help each other.  - Provide feedback and help if necessary. |

Board Plan

| *Date of teaching*  Unit 9: FESTIVALS AROUND THE WORLD  **Lesson 6: Skills 2**  **\* Warm-up**  Bingo  **I. Listening**  Task 1: Look at the animal. Discuss the questions with a partner.  Task 2: Listen to Mark talking about how his family celebrates a festival. Check your answers.  Task 3: Listening again and decide whether the following statements are true or false.  **II. Writing**  Task 4: Think about a festival that your family usually celebrates. Fill in the blanks with your answers.  Task 5: Write an email of about 70 words to tell Mark about the festival. Use the notes in 4.  Task 6: Class gallery  **\* Homework** |
| --- |

**III. PROCEDURES**

***Notes:***

In each activity, each step will be represented as following:

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Give comments or feedback

| **Stage** | **Stage aim** | **Procedure** | **Interaction** | **Time** |
| --- | --- | --- | --- | --- |
| WARM-UP | To warm up and get Ss’ interest | **GAME: BINGO**  \* Teacher tells the rules of the game:  - Each student gets a piece of paper, draws a table with 3 rows and 3 columns, then fills in the table with names of some festivals randomly.  - Teacher calls out the names of some festivals. Each time the teacher calls out a word, the students search for the right square on their paper and mark.  - The student who has 3 words highlighted in a row yells “Bingo” and wins.  \*\* Students play the game as individuals.  \*\*\* Teacher and students discuss the answers.  \*\*\*\* Teacher confirms the answers and gives feedback. | T-Ss  Ss  T-Ss  T-Ss | 3 mins |
| PRE-LISTENING | To prepare Ss for the listening text | **TASK 1: LOOK AT THE ANIMAL. DISCUSS THE QUESTIONS WITH A PARTNER.** *(Ex 1, p. 99)*  \* Teacher asks students to work in pairs, read the questions and answer.  \*\* Students quickly discuss with a partner.  \*\*\* Teacher allows Ss to cross check.  \*\*\*\* Teacher calls some Ss to give their answer on the board and elicits their answers. | T-Ss  Pair work  Ss-Ss  T-Ss | 3 mins |
| WHILE-LISTENING | To help Ss check their answers in Task 1 | **TASK 2: LISTEN TO MARK TALKING ABOUT HOW HIS FAMILY CELEBRATES A FESTIVAL. CHECK YOUR ANSWERS.** *(Ex 2, p. 99)*  \* Teacher tells Ss what they are going to listen to and plays the recording.  \*\* Students listen and check their answers.  \*\*\* Teacher allows students to peer check first.  \*\*\*\* Teacher confirms the answers and gives feedback.  ***Answer key:***  1. A turkey  2. Thanksgiving | T-Ss  Ss  Pair work  T-Ss | 12 mins |
| To help students develop listening skills for specific information | **TASK 3: LISTEN AGAIN AND DECIDE IF THE STATEMENTS ARE TRUE OR FALSE.** *(Ex 3, p. 99)*  \* Teacher asks students to read through the statements, have a guess before they listen to the recording the second time and write their guesses on the board.  \*\* Teacher plays the recording again. Ask students to listen and choose the correct answer.  \*\*\* Teacher lets students peer-check with a partner.  \*\*\*\* Teacher calls some students to give the answers to the class and correct the mistakes where necessary, encourages students to correct the false statements.  ***Answer key:***  1. F  2. F  3. T  4. F  5. T  6. T | T-Ss  T-Ss  Pair work  T-Ss |
| PRE-WRITING | To brainstorm ideas and make an outline for Ss’ writing | **TASK 4: THINK ABOUT A FESTIVAL THAT YOUR FAMILY USUALLY CELEBRATES. FILL IN THE BLANKS WITH YOUR ANSWERS.** *(Ex 4, p. 99)*  \* Teacher asks students to work individually to complete the mind map.  \*\* Students decide on their festival.  \*\*\* Teacher goes around and helps if needed.  \*\*\*\* Teacher calls some Ss to give their answer (if time allows) and gives feedback. | T-Ss  Ss  T-Ss  T-Ss | 4 mins |
| WHILE-WRITING | To practise how to write a paragraph about a festival | **TASK 5: WRITE AN EMAIL OF ABOUT 70 WORDS TO TELL MARK ABOUT THE FESTIVAL. USE THE NOTES IN 4.** *(Ex 5, p. 99)*  \* Teacher shows a model of a short paragraph about a festival (T may use the audio script or reading passage on page 97). Then recalls students’ knowledge on the structure of an email.  \*\* T has Ss write their email in individuals based on the information in 4.  \*\*\* Teacher allows students to cross check first.  \*\*\*\* Teacher gives feedback. | T-Ss  Ss  Ss-Ss  T-Ss | 15 mins |
| POST-WRITING | To peer check, cross check and final check students’ writing | **TASK 6: CLASS GALLERY**  **🡪 Giving peer-reflection & evaluation**  \* Teacher asks students to read their “production”.  \*\* Students listen to each other’s work.  \*\*\* Students then give comments to each other.  \*\*\*\* Teacher then gives feedback as a class discussion. | T-Ss  Ss-Ss  Ss-Ss  T-Ss | 6 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 | 1 min |
| HOMEWORK | To allow students finalize their paragraph after being checked by friends and the teacher | - Rewrite the emails in your notebook.  - Prepare for the next lesson (Unit 9-Lesson 7: Looking back and Project) | T-Ss | 1 min |

**UNIT 9: FESTIVALS AROUND THE WORLD**

**Lesson 7: Looking back & Project**

I. OBJECTIVES

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

**1. Knowledge**

- Review the vocabulary and grammar of Unit 9

- Apply what they have learnt (vocabulary and grammar) into practice through a project

**2. Core competence**

- Develop communication skills and creativity

- Develop presentation skill

- Develop critical thinking skill

- Be collaborative and supportive in pair work and team work

- Actively join in class activities

**3. Personal qualities**

- Be more creative when doing the project

- Develop self-study skills

**II. MATERIALS**

- Grade 7 textbook, Unit 9, Looking back & Project

- Computer connected to the Internet

- Pictures, A0 paper

- Projector/ TV

- hoclieu.vn

**Assumptions**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| 1. Students may have underdeveloped speaking, writing and co-operating skills when doing the project. | - Encourage students to work in pairs, in groups so that they can help each other.  - Provide feedback and help if necessary. |
| 2. Some students will excessively talk in the class. | - Define expectation in explicit detail. - Have excessively talkative students practise.  - Continue to define expectations in small chunks (before every activity). |

Board Plan

| *Date of teaching*  Unit 9: FESTIVALS AROUND THE WORLD  **Lesson 7: Looking back & Project**  **\* Warm-up**  Brainstorming: Types of festivals  **I. Looking back**  Task 1: Circle the correct words or phrases in brackets.  Task 2: Complete each sentence by filling in the blank with a word or phrase in the box.  Task 3: Choose the correct question A or B.  Task 4: Answer the following questions about yourself.  **II. Project**  Poster exhibition  **\* Homework** |
| --- |

**III. PROCEDURES**

***Notes:***

In each activity, each step will be represented as following:

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Give comments or feedback

| **Stage** | **Stage aim** | **Procedure** | **Interaction** | **Time** |
| --- | --- | --- | --- | --- |
| WARM-UP | - To review the vocabulary related to the topic and lead in the next part of the lesson  - To enhance students’ skills of cooperating with team mates | **BRAINSTORMING**  \* Teacher divides the board, and divides the class into 2 teams.  \*\* Members of each team take turns and write as many types of festivals as possible in 2 minutes.  \*\*\* Students cross check their answers first.  \*\*\*\* Teacher confirms the answers and gives feedback. The group having more correct answers is the winner. | T-Ss  Team work  Ss-Ss  T-Ss | 3 mins |
| VOCABULARY | To help students review vocabulary items they have learnt in the Unit | **TASK 1: CIRCLE THE CORRECT WORDS OR PHRASES IN BRACKETS.**  *(Ex 1, p. 100)*  \* Teacher encourages students to complete the task individually.  \*\* Students do the task individually.  \*\*\* Students exchange their textbooks with their partners.  \*\*\*\* Teacher gives feedback as a class discussion.  ***Answer key***:  1. fireworks  2. Cannes Film Festival  3. painting  4. candy apples  5. Thanksgiving | T-Ss  Ss  Pair work  T-Ss | 17 mins |
| To help students review vocabulary items they have learnt in the Unit. | **TASK 2: COMPLETE EACH SENTENCE BY FILLING IN THE BLANK WITH A WORD OR PHRASE IN THE BOX.** *(Ex 2, p. 100)*  \* Teacher encourages students to complete the task individually.  \*\* Students do the task individually.  \*\*\* Students exchange their textbooks with their partners.  \*\*\*\* Teacher gives feedback as a class discussion.  ***Answer key***:  1. lion dances  2. floats  3. costumes  4. Bunny  5. gathering | T-Ss  Ss  Pair work  T-Ss |
| GRAMMAR | To help students review *Yes / No* questions | **TASK 3: CHOOSE THE CORRECT QUESTION A OR B.** *(Ex 3, p. 100)*  \* Teacher encourages students to complete the task individually.  \*\* Students do the task individually.  \*\*\* Students exchange their textbooks with their partners.  \*\*\*\* Teacher calls some Ss to read aloud their answers and gives feedback.  ***Answer key:***  1. A  2. B  3. A  4. B  5. B | T-Ss  Ss  Pair work  T-Ss |
|  | To help students review *Yes/No* questions | **TASK 4: ANSWER THE FOLLOWING QUESTIONS ABOUT YOURSELF.**  *(Ex 4, p. 100)*  \* Teacher encourages students to complete the task individually.  \*\* Students do the task individually.  \*\*\* Students share their answers in groups.  \*\*\*\* Teacher calls some Ss to read aloud their answers and gives feedback. | T-Ss  Ss  Group work  T-Ss |
| PROJECT | To allow students to apply what they have learnt (vocabulary and grammar) into practice through  a project | **POSTER EXHIBITION**  \* Teacher has students work in groups as divided in Lesson 1 and gives instructions to students as follow:  1. Review about the festival they have prepared at home.  2. Discuss and finalize in groups.  3. Tell the class about the festival.  \*\* Ss work in groups to do the task.  \*\*\* Teacher calls some groups to present their festivals to the class.  \*\*\*\* Teacher listens and gives feedback. | T-Ss  Group work  T-Ss  T-Ss | 22 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 prepare for the next lesson | Prepare for the next lesson: Unit 10 – Lesson 1: Getting started. | T-Ss | 1 min |