Date: March, 9th 2024

 **UNIT 9: FESTIVALS AROUND THE WORLD**

Week: 25 Period **73: Lesson 5: SKILLS 1**

**A. OBJECTIVES:** By the end of the lesson, students will be able to:

**I. Knowledge:** - Develop reading skill about an unusual festival

 - Develop speaking skill: Talking about a festival they enjoy

**II. Competences:** - Develop communication skills and creativity

**III.** **Personal qualities:**  - Be encouraged to know more about the festivals around the world

 **-** Develop self-study skills

**B. TEACHING AIDS:** Grade 7 textbook smart TV, visual aids, sachmem.vn

**C. PROCEDURE:**

**I. Warm – up:** Kim’s game

**Aim:** - To create an active atmosphere in the class before the lesson.

- To lead into the new lesson.

- Ss work in 2 groups to play the game.

- T shows some pictures of the festivals.

- Have ss look at the pictures for 15 seconds.

- Hide the pictures and have ss go to the board to write the name of the festivals.

- Check ss’ answer. The team with more correct answers will be the winner.

- Lead to the new lesson.

**II. Pre-stage:**

**Aim:** To provide students with some lexical items before reading the text.

**Vocabulary**

 join /dʒɔɪn/ (v): tham gia feature /ˈfiː.tʃər/ (v): trình diễn đặc biệt

 performance /pəˈfɔː.məns/ (n): màn biểu diễn

**Activity 1. Work in pairs. Look at the pictures. Which events do you think happen at the Twins Day Festival? (p.97)**

**Aim:** To activate ss’ knowledge of the topic of the reading text. …………………………

- Have Ss a look at the pictures in the book or show the pictures in the book on a slide. Ask Ss to work in pairs to discuss what/who they see in the pictures and answer the question, Elicit answer from Ss.

- Invite some Ss to share their answers. Tell Ss that they are going to read a text about The Twins Day Festival. Ask them to quickly read the email to check their answers.

**Answer key:**: a &.c

**III. During-stage:**

**Activity 2. Match each word from the email in 1 with its meaning (p.98)**

**Aim:** To develop the skill of guessing the meanings of new words in context. …………

- 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 to do the exercise they can follow these steps:

+ 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, explain which sentence give them the information.

**Answer key:**1. b 2. d 3. a 4. c

**Activity 3. Read the email again. Complete each sentence with no more than TWO words (p.98).**

**Aim:** To develop reading skill for specific information (scanning). ………………

- 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 then check their answers in pairs.

- Teacher allows students to share their answers before discussing as a class and encourages them to give evidence.

- Invite some Ss to share their answers. Have them explain their answer. Confirm the correct answers.

**Answer key:**1. first weekend 2. countries 3. walked together

4. performance 5. Fun Run 6. exciting

**IV. Post–stage:**

**Aim:** To help students identify how to ask and answer about a festival they attended.

 **Activity 4: Match the questions and answer about a festival someone joined (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 call on some pairs to give the answers and check as the whole class.

**Answer key:**1. d 2. b 3. e 4. C

**Activity 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.**

**Aim:** To give Ss practice in asking and answering about a festival Ss attended.

- Teacher has students to 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.

- 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 gives feed-back and comments.

**V.** **Wrap-up:**

To consolidate what students have learnt in the lesson

Teacher asks students to talk about what they have learnt in the lesson.

**VI. Homework**: - Learn the vocabulary by heart.

 - Prepare for the next lesson: Skills 2

\* **FEEDBACK:** …………………………………………………………………………………………………………………

 Date: March, 10th 2024

 **UNIT 9: FESTIVALS AROUND THE WORLD**

Week: 25 Period **74: Lesson 6: SKILLS 2**

**A. OBJECTIVES:** By the end of this lesson, Ss will be able to:

- Listen for special information about a festival

- Write an email to describe a festival

**I. Knowledge:**

- Vocabulary: types of festivals, festival activities

- Grammar: review

**II. Competence:**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**III. Personal qualities**

- Develop self-study skills

**B. TEACHING AIDS**

 Grade 7 textbook smart TV, visual aids, sachmem.vn

**C. PROCEDURES**

**I/ Warm-Up**

**Aim:** 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 fill 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 in individuals. - Teacher and students discuss the answers.

-Teacher confirms the answers and gives feedback.

**II. Pre-Stage: (Pre-Listening)**

**Aim**: To prepare Ss for the listening text

**Activity 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.

**III. During -stage (While-listening)**

Aim: To help Ss check their answers in Task 1- To help students develop listening skills for specific information

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| **Activity 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 |
| **Activity 3: Listening again and decide whether the following 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 |

**IV. Post-stage (Writing)**

To brainstorm ideas and make an outline for Ss’ writing

To practise how to write a paragraph about a festival

To peer check, cross check and final check students’ writing

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| --- |
| **Activity 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. |
| **Activity 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. |
| **Activity 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. |

**V.** **Wrap-up** To consolidate what students have learnt in the lesson

Teacher asks students to talk about what they have learnt in the lesson.

**VI.** **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)

\* **Feedback:** ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

Date: March, 10th 2024

 **UNIT 9: FESTIVALS AROUND THE WORLD**

**Week: 25** Period **75: LOOKING BACK & PROJECT**

**A. OBJECTIVES:** By the end of this lesson, Ss will be able to:

**I. Knowledge**

Review the vocabulary and grammar of Unit 9

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

**II. 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

**III. Character quality:**

- Be more creative when doing the project - Develop self-study skills

**B. TEACHING AIDS:**

Grade 7 textbook, smart TV, visual aids, sachmem.vn

 **C. PROCEDURES**

**I/Warm-up**

**Aim:** - 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.

**II/ Pre-stage**

Aim: To help students review vocabulary items they have learnt in the Unit

To help students review vocabulary items they have learnt in the Unit.

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| **Activity 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 |
| **Activity** **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 |

**III/ During stage**

**Grammar** Aim: To help students review *Yes / No* questions- To help students review *Yes/No* questions

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| --- |
| **Activity 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 |
| **Activity 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. |

**IV. Post – stage**

 **Aim**: To allow students to apply what they have learnt (vocabulary and grammar) into practice through a project

**Posters 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 signs to the class.

- Teacher listens and confirms.

**V. Wrap-up:**

Aim: To consolidate what students have learnt in the lesson

Teacher asks students to talk about what they have learnt in the lesson

**VI. Homework**

- To prepare for the next lesson

- Prepare for the next lesson: Unit 10 – Lesson 1: Getting started.

\* Feedback ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………