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| **Date of planning**:…………..**Date of teaching:** ………..…  | **Period 69:UNIT 9 : FESTIVALS AROUND THE WORLD** **Lesson 1: GETTING STARTED**  **A Tulip Festival** |

**1. Knowledge: By the end of the lesson students will be able to gain the following:**

- To introduce topic of the lesson *“Festivals around the world”*. To practice listening and reading.

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

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

+Vocabulary: Lexical items related to the topic “Festivals”: names of different festivals around the world

*+ New words: folk dance (n), costume (n), float (n), parade (n), feast (n). fireworks display (n)*

*+* Stress in two-syllable words

+ Grammar: **Yes / No** questions

**2. Competence:** To pratice listening and reading the conversation between Mark, Trang and Ms. Hoa about “Festivals”, The Tulip Festival in Netherlands..

- Develop communication skills and cultural awareness.

- Be cooperative and supportive in pair work and teamwork.

- Actively join in class activities.

**3. Qualities:**

- Sslovethe festivals around the world and in Viet Nam.

- Develop awareness of the festivals around the world . Develop self-study skills.

- Ss have the good attitude to working in groups, individual work, pairwork, cooperative learning and working.

**II. TEACHING AIDS:**

- Teacher: Grade 7 text book, laptop, projector / TV/ pictures and cards.....

- Students : Text books ; Computer connected to the Internet.

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**III. PROCEDURE:**

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

*\* Deliver the task. \*\* Implement the task. \*\*\* Discuss. \*\*\*\* Give comments or feedback.*

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| **1. WARM UP & INTRODUCTION ( 3’- 5’)**  |
| **Aims:****- To create an active atmosphere in the class before the lesson;****- To lead into the new unit.****\* Content:** Tohave somewarm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new lesson.**\* Outcome:** Ss have a chance to speak English.**\* Organisation :** Teacher’s instructions … |
| **Teacher’s Student’s activities** | **Content** |
| **+ Greeting** **+ Revision on previous lessons / *Chatting*** \* 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.**OR:** - Review the previous unit before Ss open their books by asking them to name all words they remember from the previous unit.- Write the unit title on the board Festivals around the World. Ask Ss what festival means to them.- Explain that a festival is a series of public events connected with a particular activity or idea.- Ask them to call out the festivals they know, both in Viet Nam and in the world.  | **+ Greeting** **+ Revision on previous lessons/ *Chatting*** **- T\_Ss.**+ Students **(Ss)** listen to the teacher’s instructions carefully and learn how to do the tasks.**-** Open the book and write the tittle of the lesson. |
| **2. PRESENTATION/ NEW LESSON ( 12’- 15’)** |
| ACTIVITY 1: **Aims:****- To set the context for the introductory conversation;****- To introduce the topic of the unit****\* Content:** Learn some new words . Read the conversation and find out new words. Focus on topic of the lesson, grammar points… **\* Outcome:** Knowing more new words. Understanding the conversation; topic of the lesson, grammar points…**\* Organisation :** Teacher’s instructions.. |
| **Teacher’s Student’s activities** | **Content** |
| **1. Listen and read:** *(Ex 1, p. 92 - 93)***\*Teach vocabulary:** + Teacher uses different techniques to teach vocab (situation, realia, translation.)+ Teacher introduces the vocabulary by: - providing the pictures - eliciting the definition of the words+ Teacher do the “Rub out and remember” checking technique.+ 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.\* Have Ss keep their books closed. Write **A Tulip Festival** on the board and ask Ss to guess the content of the lesson. After Ss guess, have them open their books and read the conversation quickly to check their ideas.- Play the recording twice for Ss to listen and read along. - Have Ss underline the words that are related to the topic of the unit while they are listening and reading.- Invite some pairs of Ss to read the conversation aloud.- Have Ss say the words in the text that they think are related to the topic of the unit. Quickly write the words on one part of the board. Comment on Ss'answers.- Play the recording twice for Ss to listen and read along.  | **1. Listen and read:** **- T\_Ss .****\* Vocabulary:****1. folk dance (n)** điệu nhảy/ múa dân gian**2. costume (n)** trang phục**3. float (n)** xe diễu hành**4. parade (n)** cuộc diễu hành**5. feast (n)** bữa tiệc**6. fireworks display (n)** màn bắn pháo hoa\* Listen to the teacher’s instructions carefully and do the tasks. \* T can also ask Ss to share any recent experiences of going to see a film: *Have you ever gone to see a film with your brothers/sisters? When and where? What film did you see then? How did it make you feel?* - Encourage Ss to give T their answers, but do not confirm whether their answers are right or wrong. |
| **3. PRACTICE ( 15’)** |
| ACTIVITY 2: **Aim: To help Ss understand the text.****\* Content:** Read the conversation.Tick the corect culumn.**\* Outcome:**Ss understand more the content of the conversation. Get more information.**\* Organisation :**  |
| **Teacher’s Student’s activities** | **Content** |
| **2. Read the conversation again. Who did the following activities? Tick (**✓**) the correct column. Sometimes you need to tick both.**- First, ask Ss to read the activities and tick the correct column without reading the conversation again. - Allow them to share answers with a partner before discussing as a class. Ss may read the conversation again to confirm their answers before giving T the answers.- Elicit the answers from Ss.- Write the correct answers on the board.- Check their answers and explain if necessary. | **2. Read the conversation again. Who did the following activities? Tick (**✓**) the correct column. Sometimes you need to tick both.****- T\_Ss; Work individually.****\* Key:** **1.** went to theTulip Festival in Australia**2**. went to theTulip Festival in the Netherlands**3**. tried Dutch food and drinks**4.** watched traditional Dutch dancing**5.** saw tulip floats. |
| ACTIVITY 3:**Aim: To introduce some vocabulary items related to festivals.****\* Content:** Write words under each picture**\* Outcome:** Ss can write the word correctly.**\* Organisation :**  |
| **3. Write a word or phrase from the box under each picture.**- Ask Ss to look at the pictures and say what they can see.- Have Ss work individually to match the words / phrases in the box with the pictures. Have them compare their answers with a partner. - Ask for Ss' answers.- Confirm the correct answers.- Have some Ss practise saying the words / phrases.- Check the answers as a class. | **3. Write a word or phrase from the box under each picture.** **- T\_ Ss**- Listen to the instructions clearly- **Ss to work individually.**\* Key: **1.** parade **2**. costumes **3.** feast**4**. float **5**. fireworks display **6.** folk dance |
| ACTIVITY 4:**Aim: To help Ss practise the words or phrases in 3.****\* Content:** Do the filling with a word or phrase in **3.** **\* Outcome:** Ss can fill in the sentences with correct words.**\* Organisation :**  |
| **4. Fill in each blank with a word or phrase from 3. You may have to change the form of the word or phrase.**- Have Ss work in pairs and do the exercise. Remind them to change the form of each word or phrase if needed.- Invite some Ss to share their answers. Write their answers on the board and confirm the correct ones.- Check the answers as a class.  | **4. Fill in each blank with a word or phrase from 3. You may have to change the form of the word or phrase.****- T\_ Ss. Work individually.****- Ss do the tasks****\* Key:** **1.** folk dances **2**. fireworks display**3.** feast **4.** parades**5.** floats; costumes |
| **4. PRODUCTION/ FURTHER PRACTICE ( 8’)** |
| ACTIVITY 5:**Aim: To check Ss' knowledge of some familiar festivals.****\* Content:** Further practice. Do the matching.**\* Outcome:** Ss can match each description with a festival.**\* Organisation :**  |
| **Teacher’s Student’s activities** | **Content** |
| **5. QUIZ: What festival is it?** - Have Ss do the quiz in groups. The first group to come up with all correct answers wins. Invite the winning group to share their answers.- Ask them if they know any other things about these activities.  | **5. QUIZ: What festival is it?** + Listen to the instructions carefully and do the tasks.**Key :** **1.e 2.a 3. d 4.c 5. b** |
| **5. WRAP-UP & HOME WORK (2’)**- Ask one or two Ss to tell the class what they have learnt.- Ask Ss to say aloud some words they remember from the lesson.If there is a projector in the classroom, then T should show the conversation and highlight the key words related to the topic. It would be helpful if T also highlights in the dialogue **Yes / No** questions and two-syllable words and tells Ss that they will learn these language points in the following lessons.**\* HOME WORK**- Do more exercises in workbook.- Prepare new lesson: Lesson 2: A CLOSER LOOK \_1**=========================** **I. OBJECTIVES: \* By the end of this lesson, Ss will be able to gain:**- use the words related to types of festivals and festival activities;- pronounce two-syllable words with correct stress;- use Yes/No questions;- express disappointment;- read for specific information about an unusual festival;- talk about a festival that someone joined;- listen for specific information about a festival;- write an email to describe a festival. |