Week: Date of preparation:

Period: Date of teaching:

**UNIT 5: FESTIVALS IN VIET NAM**

**Lesson 1: GETTING STARTED**

**I. Objectives:** By the end of the lesson, Ss will be able to get some information about the festivals in Viet Nam.

1. Knowledge:

*a. Vocabulary:* The lexical items related to “Festivals”.

*b. Grammar:* Simple and compound sentences: review complex sentences.

2. Skills: Listening, reading, writing and speaking.

3. Formation of behavior: Students will be interested in knowing more about some festivals in Viet Nam.

**II. Teaching method:** Communicative approach.

**III. Teaching aids:**

- Projector, textbook, pictures, CD, computer.

**IV. Procedures:**

**1. Class organization. (2 minutes)**

- Greet.

- Check attendance.

**2. New lesson. (41 minutes)**

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| **Steps** | **Teacher’s and students’ activities** | **Content** |
| **Warm - up**  To motivate Ss and lead to the topic of the new lesson.  **Presentation**  To provide Ss with vocabulary to facilitate Ss’ practice.  **Practice**  To guess the content of the dialogue.  To check the information of the dialogue.  To know more new words and expressions about festivals.  **Production**  To practice asking and answer about festivals. | **A. Warm up**  - T has Ss work in 2 teams.  - T asks Ss to make a network of festivals in Viet Nam.  - T checks and gives feedback.  **B. Presentation**  **\* Vocabulary**  - T uses different techniques to teach vocab (situation, realia).  - T follows the seven steps of teaching vocabulary.  \* Check vocabulary: **Rub out and remember**.  **C. Practice**  **\* The dialogue.**  - Set the scene: T asks Ss to look at the picture.  1. Where are Duong and Peter?  2. What are they doing?  3. What might they be taking about?  **\* Tick True or false.**  - T asks Ss to do Ex individually.  - Ss the answers with their partner.  - Ss give the answers.  - Ss write the answers on the board, others correct then give their explanation.  **\* Answer the questions**  - T asks Ss to answer the questions orally without reading the dialogue.  - Ss ask and answer in pairs.  - T calls two Ss write on the board.  - Ss write the answers on the board.  - T asks them to read the conversation and check the answers.  - Ss read then check the answers.  - T calls Ss to correct.  \* **Find the following in the conversation and explain the meaning.**  - T asks Ss to look at the dialogue again and underline the phrases.  - Ss use the context to try to explain when they may use the phrases.  - T calls Ss to explain each phrase before class and others remark.  **\* Make short conversations with the four expressions in C.**  - Ss role-play and practice the phrases in C.  - T calls on some pairs to perform to the class.  **\* Match the words with the pictures of the festivals.**  - T asks Ss to look at the pictures and guess which festival it is.  - Ss read the names of the festivals in the box and work individually, match the names of the festivals with the appropriate pictures, then cross check with a partner.  **\* Match the festivals in 3 with their description.**  - Ss read all the description in the box.  - Ss work in pairs, match the descriptions of the festivals with their names.  - T calls Ss to give their answer and T check Ss' answers.  **D. Production**  **\* Game : Festivals**  - Ss work in groups of four  -T set a time limit of five minutes  - Ss write down as many festivals as possible. The groups with the most festivals is the winner.  - T asks the winning group to present one of the festivals. Other groups add some more if they can. | **Network.**  **Lead - in the new lesson.**  **I. New words:**   1. Oriental (adj): thuộc về phương Đông. 2. reunion (n): sự sum họp. 3. regret (v): hối tiếc, hối hận. 4. take place (v) : xảy ra. 5. recommend (v): giới thiệu, gợi ý. 6. carnival (n) lễ hội hóa trang.   **II. 1. Listen and read.**  **a. Tick True or false.**  ***Key:***  1. T  2. T  3. F  4. F  5. T  **b. Answer the questions.**  ***Key:***  1. In April. They can see a grand opening ceremony, an ao dai fashion show, …  2. Duong’s family prepares a five – fruit tray and makes jamm and Chung cakes.  3. Because there’re so many interesting things to see and enjoy, it would take too long to describe them.  4. In Bac Ninh, on 12th of the first lunar month.  5. because it’s near Ha Noi, it takes place right after Tet holiday and is full of tradition events.  **2. Find the following in the conversation and explain the meaning.**  ***Key:***  1. Used as suggestion or give advice.  2. Sounds +adj: used to give your first impression of what you hear  3. To stress that it is worth spending time or money doing something  4. To show surprise and to check that something is really ok to do.  **3. Make short conversations with the four expressions in C.**  Pair work  T: Why don't you come with us to the Lim festival  S: sounds great.  T: you won't regret it.  S: Are you sure?  T: Of course.  **4. Match the words with the pictures of the festivals.**  ***Key:***  1. d  2. a  3. c  4. b  5. e  6. f  **5. Match the festivals in 3 with their description.**  ***Key:***  1. c  2. b  3. e  4. d  5. a  **6. Game : Festivals** |

**3. Homework (2 minutes)**

- Learn by heart all new words.

- Prepare for the next lesson: Unit 5: Closer look 1.

**V. Feedback**

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Week: Date of preparation:

Period: Date of teaching:

**UNIT 5: FESTIVALS IN VIET NAM**

**Lesson 2: A CLOSER LOOK 1**

**I. Objectives:** By the end of the lesson, student can be able to know and use:

1. Knowledge:

*a. Vocabulary:* The lexical items related to festivals and festival activities.

*b. Phonetics:* How to stress of words ending in “-ion” and “-ian”.

2. Skills: Listening, reading, writing and speaking.

3. Formation of behavior: Ss will have the better understanding of festivals in Viet Nam.

**II. Teaching method:** Communicative approach.

**III. Teaching aids:**

- Projector, textbook, computer.

**IV. Procedures:**

**1. Class organization. (2 minutes)**

- Greet.

- Check attendance.

**2. New lesson. (41 minutes)**

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| **Steps** | **Teacher’s and students’ activities** | **Content** |
| **Warm - up**  To check the new words in “Getting started”.  **Presentation**  To provide S.s with vocabulary to facilitate Ss’ practice.  To know how to stress in words ending in –ion and –ian.  **Practice**  To know more words related to festivals.  .  To practicing putting stress of words ending in “-ion” and “-ian”. | **A. Warm - up**  - T asks Ss to take part in two groups.  **B. Presentation**  **\* Vocabulary**  - T uses different techniques to teach vocab (situation, realia).  - T follows the seven steps of teaching vocabulary.  \* Check vocabulary: **Rub out and remember**.  **\* Pronunciation**  ***Stress in words ending in –ion and –ian.***  - T ask Ss to look at the words in the table:  T asks: “What do you notice about the endings?” - Ending with: -ion, -ian.  T asks: “How many syllables does each word have?” - more than two syllables  - T gets Ss to read the remember box. T discusses this rule with class, models stress in different words and elicits some pronunciation from Ss.  - T plays the recording for them to listen and repeat the words. T plays the recording as many times as needed.  - T gets Ss to listen and repeat the words, pay attention to the endings  **C. Practice**  **\* Read and match the words to their meanings.**  - Ss work individually to do exercise  - Ss compare the answers with their partner.  - Ss read aloud the answers.  **\* Complete the sentences using words in 1.**  - T asks Ss to work individually.  - Some Ss give the answers.  - Ss write the correct answers on the board.  - Ss give comment and correct  - T asks Ss to read the whole expressions.  **\* Match the nouns with each verb. A noun can go with more than one word.**  - T asks Ss to work in pairs to match verbs with nouns on a piece of paper the swap the answers with another pair to check.  - Ss work in pairs.  - T asks them to give their ideas.  - Ss remark and give comments.  **🕮 Pronunciation**  **\* Listen and stress the words.**  - T plays the recording and ask Ss to stress the words. Ss compare their answers in pairs.  - T checks with whole class.  **\* Read the following sentences and mark (‘) the stresses syllable in the underlined words. Then listen and repeat.**  - Ss work individually to mark then work in groups to read out the sentences.  - T goes around and helps.  - T plays the recording for Ss to check. | **Game: Network.**  **I. 1. Vocabulary**   1. preserve (v): bảo quản. 2. ritual (adj): nghi lễ. 3. commemorate (v): kỷ niệm. 4. incense (n): hương. 5. procession (n) rước. 6. confusion (n): nhầm lẫn.   **2. Pronunciation**  ***Stress in words ending in –ion and –ian.***  Remember : With the words ending in the suffix -*ion* and- *ian,* the syllable **immediately before the suffix.**  **II. Practice**  **Vocabulary**  **1. Read and match the words to their meanings.**  ***Key:***  1. c  2. e  3. a  4. b  5. d  **2. Complete the sentences using words in 1.**  ***Key:***  1.comemorate  2. worship  3. preserve  4. ritual  5. performance  **3. Match the nouns with each verb. A noun can go with more than one word.**  ***Key:***  1.watch a ceremony, a show  2. have (all can fit)  3. worship a god, a hero  4. perform a ritual, a ceremony, a show  **Pronunciation:**  ***How to stress of words ending in “-ion” and “-ian”.***  **4. Listen and stress the words.**  Compe'tition  Preser'vation  Mu'sician  Commemor'ation  Com'fusion  Vege'tarian  **….**  **5. Read the following sentences and mark (‘) the stresses syllable in the underlined words. Then listen and repeat.**  ***Key:***  1. com'panion  2.partici'pation  3.at'tention  4.his'torian  5. tra'dition |

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| **Consolidation**  To summarize the whole lesson. | - T asks someone to summarize the whole lesson.  - T summarize again. |

**3. Homework (2 minutes)**

- Do exercise B1, 2, 3 - Workbook.

**-** Prepare for the next lesson: Unit 5: Closer look 2.

**V. Feedback**

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Week: Date of preparation:

Period: Date of teaching:

**UNIT 5: FESTIVALS IN VIET NAM**

**Lesson 3: A CLOSER LOOK 2**

**I. Objectives:** By the end of the lesson, Ss will be able to write compound sentences using conjunctions *and, but, or, yet, so* and conjunctive adverbs *however, nevertheless, moreover, therefore, otherwise* to make compound sentences or complex sentences.

1. Knowledge:

*a. Vocabulary:* The lexical items related to “Festivals”.

*b. Grammar:* Simple and compound sentences: review & complex sentences.

2. Skills: Listening, reading, writing and speaking.

3. Formation of behavior: Students will be aware of structural points to use English correctly.

**II. Teaching method:** Communicative approach.

**III. Teaching aids:**

- Projector, textbook, computer.

**IV. Procedures:**

**1. Class organization. (2 minutes)**

- Greet.

- Check attendance.

**2. New lesson. (41 minutes)**

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| **Steps** | **Teacher’s and students’ activities** | **Content** |
| **Warm - up**  To motivate Ss and lead to the new lesson.  **Presentation**  To know simple and compound sentences: review & complex sentences.  **Practice**  To practice making compound sentences or complex sentences.  **Production**  To produce the conversation by using conjunctions. | **A. Warm - up**  - T asks Ss some questions.  - T recommends about simple sentences and compound sentences.  -T gives some examples and ask Ss "which sentence is a simple sentence and which sentences is compound sentence?”  **B. Presentation**  **1. Simple and compound sentences.**  - T reminds Ss of what is simple and compound sentence.  **2. Complex sentences.**  - T asks Ss to read the grammar box **Complex sentences** carefully. - T goes through the grammar point with the class to make sure everybody understands.  - T explains the meaning of the subordinators, translates if necessary.  **C. Practice**  **\* Write S for simple sentences and C for compound sentences.**  - Ss read all the sentences to make sure they understand them.  -Ss work in pairs.  - T asks some Ss to give the answers.  - Ss read the answers aloud.  **\* Connect each pair of sentences with an appropriate conjunction in a box to make compound sentences.**  - Ss read all the sentences and all the conjunction in the box.  - Ss pay attention to the Remember box first.  - Ss work in individually to join the sentences using conjunction in the box.  - T asks them to write the sentences on the board.  - Ss remark and correct.  **\* Connect each pair of sentences with an appropriate conjunctive adverbs in the box to make compound sentences.**  - Ss read all the sentences and all the conjunction in the box.  - Ss pay attention to the Remember box first.  - Ss work in individually to join the sentences using conjunction in the box.  - T asks them to write the sentences on the board.  - Ss remark and correct.  **\* Match the independent clause with the independent ones to make complex sentences.**  - Ss match the clause individually and check them with one or more partners.  - T corrects as a class.  **\* Fill in the blank with one suitable subordinator when, while, even though, although, because or if.**  - Ss read the passage about elephant race festival fill in the blank with a suitable subordinator.  - T calls some Ss to give their answers and others remark.  **D. Production**  **\* Use your own words/ phrases to complete the sentences below. Compare your sentences with your partners.**  - Ss work in pairs to complete the sentences.  - T asks Ss to swap their sentences with other pairs.  - Ss read their answer aloud.  - T calls other Ss to remark and T gives feedback. | **Chatting**  1. My mother likes cooking very much  ===> simple sentence  2. While my mother was cooking in the kitchen, my father came.  ===> compound sentence.  **I. Grammar**  **1. Simple and compound sentences**  + A simple sentence is one independent clause.  + A compound sentence is two or more independent clauses joined together. Each clause is of equal importance and could stand alone.  **2. Complex sentences.**  **II. Practice**  **1. Write S for simple sentences and C for compound sentences.**  ***Key:***  1. S  2. C  3. C  4. S  5. S  **2. Connect each pair of sentences with an appropriate conjunction in a box to make compound sentences.**  ***Key:***  1. At the Mid-fall festival we can carry beautiful lantern, so it's a memorable childhood experience  2. and  3. but  4. or  5. yet  **3. Connect each pair of sentences with an appropriate conjunctive adverbs in the box to make compound sentences.**  ***Key:***  1. however/ nevertheless  2. therefore  3. moreover  4. otherwise  5. nevertheless/ however  **4. Match the independent clause with the independent ones to make complex sentences.**  ***Key:***  1. b  2. d  3. e  4. f  5. a  6. c  **5. Fill in the blank with one suitable subordinator when, while, even though, although, because or if.**  ***Key:***  1. because  2. if  3. when  4. while  5. when  6. although/even though.  **6. Use your own words/ phrases to complete the sentences below. Compare your sentences with your partners.**  ***Ss’ answers.*** |

**3. Homework (2 minutes)**

* Do exercise part B (Workbook).
* Prepare for the next lesson: Communication.

**V. Feedback**

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Week: Date of preparation:

Period: Date of teaching:

**UNIT 5: FESTIVALS IN VIET NAM**

# Lesson 4: COMMUNICATION

**I. Objectives:** By the end of this lesson, students can describe and give opinions about festivals in VN.

1. Knowledge:

*a. Vocabulary:* The lexical items related to “Festivals”.

*b. Grammar:* Simple and compound sentences: review & complex sentences.

2. Skills: Listening, reading, writing and speaking.

3. Formation of behavior: Ss must have good attitude towards the co-operation.

**II. Teaching method:** Communicative approach.

**III. Teaching aids:**

- Projector, textbook, computer, pictures.

**IV. Procedures:**

**1. Class organization. (2 minutes)**

- Greet.

- Check attendance.

**2. New lesson. (41 minutes)**

|  |  |  |
| --- | --- | --- |
| **Steps** | **Teacher’s and students’ activities** | **Content** |
| **Warm - up**  To motive the new lesson.  To give some new words related to the topic “festivals”.  To get information about different festivals.  To listen in order to find out information about the festival.  To do an interview about the local festival. | **A. Warm up:**  - T asks Ss to answer the questions:   * T elicits the topic from Ss. * T monitors and gets feedback.   **\* Extra vocabulary:**  - T elicits new words from ss by  the following techniques:  + (example)  + (translation)  + (realia)  - T reads the words as the model  (3 times), help Ss to repeat (2 times), then calls 2 Ss to repeat individually (each student-1 time)  - T checks Ss’ reading individually & corrects their pronunciation.  - T corrects & asks Ss to copy the words/  →**Check – vocabulary:** “Slap the board.  **B. Practice**  **\*Look at the pictures. Discuss the following questions with a partner and then write the right words under the pictures.**   * **What are the things in the pictures?** * **Do you know the festival at which they appear?**   - T asks Ss to look at the pictures and answer the questions.  **\* Now listen to an interview between a TV reporter and a man about a festival to check your answers.**  - T plays the recording and let Ss check their guesses.  \* **Listen to the interview again and complete the table below with the answers to the suggested questions.**  Where?  1. ………………………  When?  2. ………………………  Who is worshipped?  3. ……………………….  What activities?  4. ……………………….  - T asks Ss to work in pairs, making full questions based on the given question words and giving as many answers as possible based on what they can remember from the previous listening.  - T plays the recording again for Ss to answer. If Ss haven’t been able to answer all the questions, play the recording another time.  - T checks the answers with the whole class.  **\* Role - play in groups of three. One of you is a reporter; two of you are locals. Do an interview about a local festival. It can be a real or an imaginary festival.**  - Before the role-play begins, T gives Ss a little timeto decide which festival to talk about and assign roles. Note that Ss could also invent a festival. T uses the example in 4 and the listening in 3 as models.  - When everyone has finished, ask some groups to role-play in front of the whole class.  - T asks Ss to work in pairs and role – play.  - T asks them to continue the conversation in the book or make their own.  - After some time, T calls some pairs to act out the conversation in front of the class.  - T calls others to give comments. | **Chatting:**  *- Can you name some famous festivals in Lang Son?*  ***-***  *Do you know other famous festivals in Viet Nam?*  *- Have you ever gone to a Khmer festival*  *- What do you know about it?*  **Extra vocabulary:**   1. bamboo archway (n): cổng vòm bằng tre. 2. green rice flakes (n): cốm màu xanh lá. 3. coconut (n): dừa. 4. clasped hands (v): chắp tay. 5. floating lanterns (n): thả trôi lồng đèn.   **Activity 1. Look at the pictures. Discuss the following questions with a partner and then write the right words under the pictures.**  ***Key:***  **a.**  1.bamboo archway  2. Green rice flakes  3. Potatoes  4. Coconuts  5. pia cake  6. Clasped hands  7. Lanterns  8. Dragon boat race  **b.** Ooc bom boc festival.  **Activity 2. Now listen to an interview between a TV reporter and a man about a festival to check your answers.**  **Activity 3.Listen to the interview again and complete the table below with the answers to the suggested questions.**  ***Suggested questions:***  1. Where is the festival held?  2. When is the festival held?  3. Who do the people worship at the festival?  4 – 6. What activities do people do at the festival?  ***Key:***  1.In Soc Trang  2.14th , 15th evenings of the 10th lunar month  3.Moon God  4.have a worshipping ceremony  5. float paper lanterns  6. hold dragon boat races  **Activity 4. Role - play in groups of three. One of you is a reporter; two of you are locals. Do an interview about a local festival. It can be a real or an imaginary festival.**  ***Example:***  A: Good morning. Can I ask you some questions about this festival?  B:Yes, of course.  A: What is the festival called?  B: It’s……………. It’s help in………………  A: Who do you worship at the festival?  C: We worship…………………. |

**3. Homework (2 minutes)**

- Do exercise C1, 2 (Workbook).

**-** Prepare for the next lesson: Unit 5: Skills 1.

**V. Feedback**

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Week: Date of preparation:

Period: Date of teaching:

**UNIT 5: FESTIVALS IN VIET NAM**

**Lesson 5: SKILLS 1**

**I. Objectives:** By the end of this lesson, students can be able to read for general and specific information about festival in Viet Nam and talk about festivals in Viet Nam.

1. Knowledge:

*a. Vocabulary:* The lexical items related to “Festivals”.

*b. Grammar:* Simple and compound sentences: review & complex sentences.

2. Skills: Reading and speaking.

3. Formation of behavior: Students will love festivals in Viet Nam.

**II. Teaching method:** Communicative approach.

**III. Teaching aids:**

- Projector, textbook, computer, pictures.

**IV. Procedures:**

**1. Class organization. (2 minutes)**

- Greet.

- Check attendance.

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| --- | --- | --- |
| **Steps** | **Teacher’s and students’ activities** | **Content** |
| **Warm - up**  To motivate Ss and lead to the new lesson.  **Reading**  **Pre - reading**  To predict the content of the reading text.  **While - reading**  To comprehend the content of the reading text.  To present talk about fe  stivals in Viet Nam. | **A. Warm - up:**  - T asks Ss some questions about traditions in Viet Nam.  **(1) Below are pictures from websites about festivals in Viet Nam. Work in groups to answer the following questions.**  **A. HUNG KINH TEMPLE FESTIVAL.**  **B. HUONG PAGODA FASTIVAL.**  - In small groups, Ss look at the pictures and answer the questions, but don’t check the answers with the class.  **B. Reading**  **1. Pre - reading**  - T teaches Ss vocabulary.  - T asks Ss to read chorus.  \* **Now read the information about these festivals to check your ideas.**  - T gives Ss two minutes to skim the passages and check their answers in 1.  - T explains that to skim, they must move their eyes very quickly over the text to get a general idea of the subject.  **2. While - reading**  **\* Find words in the passage that have similar meaning to these words or phrases.**  - Now T gives Ss one minute to scan the passages to find the words.  - T explains that to scan they must move their eyes quickly over the text to look for specific information, rather than reading every word.  - T asks Ss to underline or circle the words they find with a pencil.  - T may help Ss work out the meanings of these words from the context. Then T checks with the whole class.  **\* Read the information again and answer the following questions.**  - T sets a longer time limit for Ss to read the text again and answer the questions.  - T asks Ss to note where they found the information that helped them to answer the questions.  - Ss can compare answers with a partner before discussing them as a class.  **C. Speaking**  **1. Pre - speaking**  **\* Work in pairs. Your teacher is organizing a trip. You have two options: going to Huong Pagoda or going to Hung Kinh Temple. You have to decide the following:**  - First, T asks Ss to work in pairs, choosing one of the two places: Huong Pagoda or Hung King Temple to go to.  - T reminds Ss to give a reason for their choice like in Example 1.  **2. While - speaking**  **\* b. Now report your decisions to the class. Which location is more popular and why?**  - T asks Ss to report their decisions to the class and decide which location is more popular.  - T remember to ask Ss to say why the chosen location is more popular. | **Discussion.**  1. What are the people doing in each picture?  2. Who do people worship at the Hung King Temple Festival?  3. Who do people worship at the Huong Pagoda Festival?  **Reading**  **New words**   1. invader (n): kẻ xâm lược. 2. feature (n): đặc trưng/ đặc điểm nổi bật. 3. emperor (n): vua/hoàng đế. 4. sencery (n): phong cảnh. 5. hike = take a long walk (v): đi bộ. 6. joyful = interesting (a): thú vị.   **2. Now read the information about these festivals to check your ideas.**  Ss’ answers.  **3. Find words in the passage that have similar meaning to these words or phrases.**  ***Key:***  1. emperors  2. features  3. joyful  4. from overseas  5. hiking  6. scenery  **4. Read the information again and answer the following questions.**  ***Key:***  1. The Hung King Temple festival takes place from the 8th to 11th day of the third lunar month.  2. Incense, specialties such as chung cakes, day cakes and five-fruit trays.  3. Because there are many joyful activities including bamboo swings, lion dances, wrestling and xoan singing performances.  4. People join a procession and make offerings of incense, flowers, fruit and candles.  5. Ss’ own answers.  **Speaking**  **5. a. Work in pairs. Your teacher is organizing a trip. You have two options: going to Huong Pagoda or going to Hung Kinh Temple. You have to decide the following:**  1. Which place do you prefer to go to? Explain your choice.  *Example:*I prefer to go to Huong  Pagoda because I really want to travel along Yen Stream by boat.  2. What things should you take with you? Why?  *Example:*I think we should take a bottle of water because we’ll need it when we’re climbing the mountain.  Individual work  **b. Now report your decisions to the class. Which location is more popular and why?** |

**3. Homework (2 minutes)**

* Learn by heart all the new words.

- Do Ex D1,2,3 (WB).

* Prepare for the next lesson: Unit 5: Skills 2.

**V. Feedback**

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Week: Date of preparation:

Period: Date of teaching:

**UNIT 5: FESTIVALS IN VIET NAM**

**Lesson 6: SKILLS 2**

**I. Objectives:** By the end of this lesson, students can listen to get specific information about festivals in VN and write a paragraph about a festivals in VN

1. Knowledge:

*a. Vocabulary:* The lexical items related to “Festivals”.

*b. Grammar:* Simple and compound sentences: review & complex sentences.

2. Skills: Listening and writing.

3. Formation of behavior: Students will be interested in traditional festival, legend.

**II. Teaching method:** Communicative approach.

**III. Teaching aids:**

- Projector, textbook, computer, pictures.

**IV. Procedures:**

**1. Class organization. (2 minutes)**

- Greet.

- Check attendance.

**2. New lesson. (41 minutes)**

|  |  |  |
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| **Steps** | **Teacher’s and students’ activities** | **Content** |
| **Warm - up**  To motivate Ss to the new lesson.  **Listening**  **Pre - Listening**  To predict the content of the listening text.  **While - listening**  To comprehend the content of the listening text.  **Writing**  **Pre - listening**  To make notes about some popular foods or drinks in your neighborhood.  **While - writing**.  To write an article about this festival for the school website. | **A. Warm - up**  - T writes the word ‘hero’ on the board as the centre of a word web and asks volunteers to come up and add any words or phrases to the word-web connected with the topic of ‘heroes’. (Accept all ideas and don’t correct anything.  - Then T tells Ss they are going to listen to a passage about a Vietnamese ‘hero’ and open the books.)  **B. Listening**  **1. Pre - listening**  - T uses different techniques to teach vocab (situation, realia)  \* Checking vocab: Slap the board.  **\* Work in pairs. Describe the picture and answer the questions.**  - T asks to work in pairs and describe the picture and then answer the questions.  **2. While - listening**  **\* Listen to a tour guide giving Information about the Giong Festival and circle the correct answer A, B, or C.**  - T tells Ss that they are going to listen to a tour guide giving information about the Giong Festival.  - T asks them to read the questions carefully and try to predict the answers based on what they know.  - T reminds them to pay attention to key words in the options.  - T plays the recording and ask Ss to circle the right answers. T checks their answers with the whole class.  **\* Listen to the talk again and write answers to the questions below.**  - Ss underline key words in the questions.  - T plays the recording.  - T asks them to write answers on a piece of paper. If necessary, T plays the recording again for Ss to check the answers. Then T selects Ss to read out their answers to the class.  - T elicits any corrections from the class as you write their answers on the board.  **C. Writing**  **1. Pre - writing**  **\* Work in pairs. Discuss with your partner the festival in Viet Nam that you like best. Use the web below to take notes.**  **-** T sets a time limit for Ss to brainstorm ideas and write their notes. - T moves around, helps Ss with ideas where necessary.  **2. While - writing**  **\*Now use the notes to write an article about this festival for the school website. Remember to add any necessary connectors below to make compound and compound and complex sentences.**  - T asks Ss to refer back to the reading passages in **skills 1** for useful language and ideas, and note some necessary expressions and language as well as connectors they may need on the board.  - Ss work individually to write a first draft.  - T displays all or some of the articles on the wall/ board. Other Ss and T give comments. Ss edit and revise the articles as homework. | **Word web.**  A.supermarket  B. restaurant  C. secondary school  D. art gallery  E. Pho 99  F. Quynh Cafe    **Listening**  **New words.**   1. eel (n): lươn 2. turmeric (n): củ nghệ. 3. shrimp (n): tôm.   **1. Work in pairs. Describe the picture and answer the questions.**  1. Who is Saint Giong?  2. What did he do for the country?  **2. Listen to a tour guide giving Information about the Giong Festival and circle the correct answer A, B, or C.**  ***Key:***  1. B  2. A  3. C  **3. Listen to the talk again and write answers to the questions below.**  ***Key:***  1. He is a mythical hero, who grew from a three-uear-old child into a giant overnight.  2. The preparations begin one month before the festival.  3. A religious ceremony.  4. There is a *cheo* performance.  5.This festival shows the love for our motherland and the preservation of our cultural heritage.  **Writing**  **4. Work in pairs. Discuss with your partner the festival in Viet Nam that you like best. Use the web below to take notes.**  **5. Now use the notes to write an article about this festival for the school website. Remember to add any necessary connectors below to make compound and compound and complex sentences.**  *I like the Giong Festival. This festival is celebrated every year in Phu Linh Commune, Soc Son District, Ha Noi. It commemorates the hero, Saint Giong. It is held from the 6th to the 12th day of the 4th lunar month…..* |

**3. Homework (2 minutes)**

* Revise the writing of an article about this festival for the school website.
* Prepare for the next lesson: Unit 5: Looking back & Project.

**V. Feedback**

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Week: Date of preparation:

Period: Date of teaching:

**UNIT 5: FESTIVALS IN VIET NAM**

**Lesson 7: LOOKING BACK AND PROJECT**

**I. Objectives:** By the end of the lesson, Ss will be able to review and do exercises about the vocabulary and the grammar notes they have learnt during this unit.

1. Knowledge:

*a. Vocabulary:* The lexical items related to “Festivals”.

*b. Grammar:* Simple and compound sentences: review & complex sentences.

2. Skills: Reading, speaking, listening and writing.

3. Formation of behavior: Students will be interested in reviewing what they have learnt during the lesson.

**II. Teaching method:** Communicative approach.

**III. Teaching aids:**

- Projector, textbook, computer.

**IV. Procedures:**

**1. Class organization. (2 minutes)**

- Greet.

- Check attendance.

**2. New lesson. (41 minutes)**

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| **Steps** | **Teacher’s and students’ activities** | **Content** |
| **Warm - up**  **Practice**  **Vocabulary**  To revise vocabulary related to the topic “festivals”.  **Grammar**  To revise how to use conjunction.  **Communication**  To practice communicating | **A. Warm - up**  - T asks Ss to tell about one festival in Viet Nam that you like most.  **B. Practice**  **1. Vocabulary**  **\* Label the pictures.**  - Ss work individually to do exercises.  - Ss compare the answers with a partner.  - T gives feedback.  **\* Gap fill.**  - Ss work individually then check answers with a partner. Check Ss’ answers.  - T asks some Ss to write the answers on the board.  - T gives feedback.  **2. Grammar**  **\* Choose the correct answer.**  - T asks Ss to work individually.  - T asks them to compare the answers with their partners.  - T checks and confirms the correct answers.  - T and others give comments on the answer.  **\* Use your own words or ideas to complete the sentences below.**  - T asks Ss to complete the exercise individually.  - Ss share the answers with their partner.  - Ss give the answer with the whole class.  - T gives the correct answers.  **3. Communication**  **\* Put the follow things and activities in the correct right columns.**  - T asks Ss to do the task individually to sort the words and phrases for the two festivals.  - T asks them to give the answer with the whole class.  **\* Work in pairs, find out which festival your partner prefers. Which three things or activities does your partner like best in the festival he/ she chooses? Why?**  - T asks Ss to interview each other about the 3 activities that like best and give reasons.  - T encourages them to give as many reasons as possible.  - T can conduct if there is time left.  **\* Project.**  - Purpose: This activity focuses students on developing their imagination by making a brochure  - Instruction: Talent show  **1** First, T asks Ss to work in groups. Ss ask and answer the questions.  **2** T asks Ss to work in bigger groups to do the project. Based on the result of Ss’ answers to question 3, rearrange the groups so that Ss who know how to sing these songs are distributed evenly among the groups. Ss read the instructions in the book. Answer Ss’ question if there are any. Ss will probably need to do some research outside of class before making presentations and performances. Ss perform, and then T ask the whole class to vote for the best performance. | **Name ? Where ?**  **When ?**  **What activities ?**  **ONE FESTIVAL IN VIET NAM**  **How ?**  **Vocabulary**  **1. Label the pictures.**  **Key:**  1. incense  2. offerings  3. pray  4. lanterns  5. crowds  6. cheering  **2. Gap fill.**  **Key:**  1. ethnic  2. commemorates  3. respect  4. ritual  5. ancient  6. procession  7. perform  8. performances  **Grammar**  **3. Choose the correct answer.**  **Key:**  1. If  2. Even though  3. Because  4. While  5. When  **4. Use your own words or ideas to complete the sentences below.**  **Suggested answers:**  1. When the Lim festival begins, people come to see the quan ho singing performance.  2. Because we have many festivals in January, we call it the month of fun and joy.  3. If you go to the Hue festival, you can enjoy an ao dai fashion show.  4. Even though/ Although sticky rice is very tasty, it’s hard to eatit every day.  5. While/ When we are boiling chung cakes, we often listen to our grandparents’ stories.  **Communication**  **5. Put the follow things and activities in the correct right columns.**  **Key:**  **New Year Festival**  family reunion  the first-footer  firework displays  kumquat  visiting relatives  **6. Work in pairs, find out which festival your partner prefers. Which three things or activities does your partner like best in the festival he/ she chooses? Why?**  ***Ss’ presentation.***   * **Project: TALENT SHOW.**   **Suggested answers:**  1. Chau van singing, xoan singing, quan ho singing and don ca tai tu singing.  2. Chau van is often performed in competitions or religious ceremonies in the north of Viet Nam.  - Xoan is often performed in the Hung King Temple Festival of in other local festivals in Phu Tho Province.  - Quan ho is often performed in the Lim festival, BacNinh Province and local festivals.  - Don ca tai tu is often performed in the south of Viet Nam, normally in weddings, birthday anniversaries, and local festivals. |

**3. Homework (2 minutes)**

- Prepare for the next lesson: Unit 6.

**V. Feedback**

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