**Week 24**

**Period**: **70**

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| **Class** | **Date of teaching** | **Attendance** |
| 7A | 27. 2. 2023 |  |
| 7B | 27. 2. 2023 |  |
| 7C | 27. 2. 2023 |  |
| 7D | 27. 2. 2023 |  |

 **UNIT 9: FESTIVALS AROUND THE WORLD**

 **Lesson 2: A closer look 1**

**I. OBJECTIVES:**

 By the end of the lesson, students will be able to:

1. **Knowledge:**

 **Vocabulary:**

* Revise and know the lexical items related to the topic “Festivals around the world” , types of festivals and festival activities.

 *Cannes Film Festival, Mid-Autumn Festival, Thanksgiving, Easter, carve, perform*

*-* Use adverbial phrases correctly and appropriately.

 **Pronunciation**: pronounce two-syllable words with correct stress.

**2. Competences:**

- Listening and reading, reading and answering about some festivals around the world.

- Develop communication skills and creativity

- Be collaborative and supportive in pairwork , teamwork. Independent working, linguistic competence, cooperative learning and communicative competence.

- Actively join in class activities

**3. Qualities:**

- Ss know more festivals around the words and choosing the festivals that they like.

- Develop self-study skills.

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

**II. TEACHING AIDS**

**1. Teacher:** Text books, pictures, planning, …

- Grade 7 textbook, Unit 9, A closer look 1

- Smart TV/Pictures, sets of word cards

 - Sachmem.vn

**2. Students:** Text books, notebooks, posters, ….

**III. PROCEDURES:**

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| **1.Warm-up (5’)** **\* Aim**: * Review the previous lesson and activate students’ knowledge.
* Activate students’ knowledge on the topic of the unit.
* Set the context for the listening and reading part.

 \* **Content:** Game: *Kim’s game* (about festivals around the world) **\* Products:** Ss write words exactly on the board. |
| **Teacher’s and Ss’activities** | **Content** |
| \* T asks Ss to look at the picture on page 93 in 20 seconds and try to write the festivals they know as many words as possible.- Teacher divides the class into two teams.- Ss go to the board and write the words- Teacher gets feedback -> Today we are going to learn some festivals around the world.  |  ***\* Kim's game:*** - Easter- Folk dance- Firework play- Mid – Autumn festival- Thanksgiving- Christmas- Tet ….. |
| **2. Presentation (5’)** **\* Aim:** Enrich students’ vocabulary to talk about types of festivals and festival activities. \* **Content:** Vocabulary about types of festivals and festival activities **\* Products:** Read and understand the meaning of words |
| **Teacher’s and Ss’activities** | **Content** |
| **Pre teach vocabulary**- Teacher use different techniques to teach vocab (pictures, situation, realia)- Follow the seven steps of teaching vacab.- Repeat in chorus and individually- Copy all the words**\* Checking vocab: < Matching>** | **\* Vocabulary*** Cannes Film Festival (n) : Liên hoan phim Cannes
* Mid-Autumn Festival (n) : Tết trung thu
* Thanksgiving (n) : Lễ tạ ơn
* Easter (n) : Lễ Phục sinh
* carve (v) : Chạm, khắc
* perform (v) biểu diễn
 |
| **3. Practice (27’)** |
| **\* Aim:**  - Revise / introduce the types of festivals and festival activities.- combine a verb and a noun to talk about festival activities.- Pronounce two-syllable words with correct stress.\* **Content:** * Write under each picture a festival name from the box.
* Complete the table below with the phrases from the box.
* Fill in each blank with a word or phrase from the box.
* Listen and repeat. Then underline the stressed syllable in each word.
* Listen and repeat the sentences. Underline the stressed syllables in the bold words.

**\* Products:** Students read vocabularies exactly aloud.Students pronounce / two-syllable words with correct stress. |
| **Teacher’s and Ss’activities** | **Content** |
| **Task 1: (5’) Write under each picture a festival name from the box.** **(T-Ss)*** - Teacher has students to 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.
 | **Task 1: Write under each picture a festival name from the box.****Answer key:**1. Halloween2. Christmas3. Mid-Autumn Festival4. Cannes Film Festival5. Easter6. Thanksgiving |
| **Task 2: (5’) Complete the table below with the phrases from the box (p.94).** **(T - Ss, Ss – Ss)*** 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.
 | **Task 2: Complete the table below with the phrases from the box (p.94).*****\*Answer key:*** |
| **Task 3*: (5’)* Fill in each blank with a word or phrase from the box (p.94). *(T-Ss, Ss-Ss)**** - 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.
 | **Task 3: Fill in each blank with a word or phrase from the box (p.94).*****Answer key:***1. Christmas2. painting eggs3. candy apples4. Cannes Film Festival5. Mid-Autumn Festival6. turkey |
| **Task 4:(7’)****\* Aim:** Teach Ss how to pronounce the stress in two-syllable words and practise pronouncing these two-syllable words in correct stress.\* **Content:** Understand and how to pronounce the stress in two-syllable words. **\* Products:** Students pronounce the stress in two-syllable words exactly . |
| **Teacher’s and Ss’ activities** | **Content** |
| **\* Presentation**- 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.**Task 4*:* Listen and repeat. Then underline the stressed syllable in each word. (p.94). *(T-Ss, Ss-Ss)**** 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.
 | **\* PRONUNCIATION****Stress in two-syllable words****Task 4: Listen and repeat. Then underline the stressed syllable in each word. (p.94).****Key:** |
| **Task 5*: (5’)* Listen and repeat the sentences. Underline the stressed syllables in the bold words (p.94).** ***T-Ss, Ss - Ss**** - Teacher has Ss read quickly the sentences and plays the recording. Ask them to pay attention to the bold words and underline the stressed syllables.
* - Students practice in pairs or in groups.
* - Teacher goes around to offer help or correct pronunciation, if necessary.
* - Teacher calls some students to say the sentences in front of the class. Check their pronunciation if necessary.
 | **Task 5: Listen and repeat the sentences. Underline the stressed syllables in the bold words (p.94).****Keys:** * Attend
* Party
* Dancers
* Perform
* Christmas
* Presents
* Flower
* Parents
* Clever
* Patient
 |
| **4. Production (6’)****\* Aim:** - To test students' quick reaction to the targeted sounds- To give students a chance to apply what they have learnt.**\* Content:** Game: “Up and down”**\* Products**: Students read aloud their words.  |
| **Teacher’s and Ss’ activities** | **Content** |
| * Teacher explains the rules:

*Teacher says 1-15 words containing two-syllable words. Students stand up for the ones with first main stress pattern, sit down for the second main stress pattern.* * Students play the game in teams.
* Teacher helps students in the game.
* Teacher gives feedback.
 |  ***\* Game: “ Up and down”***Ex: First main stress pattern: * *Custome*
* *Fireworks*
* *Turkey*
* *Happy*

Second main stress pattern: * *Enjoy*
* *Decide*
* *Discuss*
 |
| **5. Homework (2’)** |
| **Teacher’s and Ss’ activities** | **Content** |
| - T reminds Ss to do homework and prepare the new lesson. | - Learn by heart all the new words.- Rewrite the sentences into notebooks.- Find 4 two – syllable words and pronounce them in correct stress. - Prepare Lesson 3 ( A closer look 2)*.* |

**IV. FEED-BACK:**

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