**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. Halloween  2. Christmas  3. Mid-Autumn Festival  4. Cannes Film Festival  5. Easter  6. 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. Christmas  2. painting eggs  3. candy apples  4. Cannes Film Festival  5. Mid-Autumn Festival  6. 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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