**UNIT 9: FESTIVALS AROUND THE WORLD**

**Lesson 2: A closer look 1**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to gain:

**1. Knowledge:**

- Vocabulary: types of festivals and festival activities.

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

**2. Core competence**

- Develop communication skills and creativity

- Be collaborative and supportive in pairwork and teamwork

- Actively join in class activities

**3. Personal qualities**

- Develop self-study skills

**II. PREPARATIONS**

**1. Teacher**

**-** Grade 7 textbook, laptop, TV/Projector/ pictures and cards, speakers, lesson plan, sachmem.vn…

**2. Students**

- Grade 7 textbook, notebooks, school things….

**III. TEACHING PROCEDURES**

**Notes**

In each activity, each step will be represented as following

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Giving comments or feedback

**ACTIVITY 1 – WARM – UP & INTRODUCTION (5’)**

**a) Aims:**

* To review the previous lesson and activate students’ knowledge.

- To activate students’ knowledge

- To get students interested in the topic

**b) Contents:** Play the game “**Hot seat**”

**c) Products:** Ss’ answers

**d) Teaching steps:**

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| --- | --- |
| **Teacher’s and students’ activities** | **Content** |
| \* Teacher divides the class into 2 teams. Each team will send a leader to play the game on the board.   * Teacher explains the instructions of the game: * Each leader stands against the board. * Teacher shows/ writes the names of the festivals (exercise 5 – page 93). * Other members from each team describe the festivals and let the leader guess the names of the festivals. * The team with more correct answers is the winner.   \*\* Students play in teams.  \*\*\* Students give the correct answers.  \*\*\*\* Teacher confirms the answers and gives feedback. | ***Game: Hot seat*** |

**ACTIVITY 2 – PRESENTATION (15’)**

**a) Aims:**

- To introduce new words.

- To present some types of festivals

**b) Contents:**

- Teach the vocabularies

- Listen and read

- Match the phrases with the pictures. Then listen, check, and repeat the phrases.

**c) Products:**

- Lists of vocabularies

- Answer key

**d) Teaching steps:**

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| --- | --- |
| **Teacher’s and students’ activities** | **Content** |
| \* Teacher introduces the vocabulary.  \*\* Teacher introduces the vocabulary by:   * providing the pictures * providing the definition/example of the words.   \*\*\* Teacher asks students to repeat.  \*\*\*\* Teacher rubs out and checks.  \* 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. | **\* Vocabulary**   1. Cannes Film Festival 2. Mid-Autumn Festival 3. Thanksgiving (n) 4. Easter (n) 5. carve (v) 6. perform (v)   **Task 1: Write under each picture a festival name from the box (p.94).**  ***Answer key:***  1. Halloween  2. Christmas  3. Mid-Autumn Festival  4. Cannes Film Festival  5. Easter  6. Thanksgiving |

**ACTIVITY 3 – PRACTICE (15’)**

**a) Aims:**

- To present some festival activities

- To give Ss further practice with words related to festivals and festivals activities.

- To help Ss identify how to pronounce two-syllable words with correct stress.

- To help Ss pronounce two-syllable words with correct stress in sentence.

**b) Contents:**

- 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

**c) Products:**

- Answer key

- The role of marking stress in two-syllable words

**d) Teaching steps:**

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| --- | --- |
| **Teacher’s and students’ activities** | **Content** |
| \* 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.  \* 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.  \* 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.  \*\* 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.  \* 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 2: Complete the table below with the phrases from the box (p.94).**  ***Answer key:***    **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: Listen and repeat. Then underline the stressed syllable in each word. (p.94).**  **Pronunciation: Stress in two-syllable words**    ***Answer key:***    **Task 5: Listen and repeat the sentences. Underline the stressed syllables in the bold words (p.94).**  ***Answer key:***   1. We’re going to **attend** an Easter **party** at Nick’s house. 2. The **dancers** will **perform** traditional dances at the festival. 3. At **Christmas**, people usually buy **presents** for their family. 4. Did you go to the Da Lat **Flower** Festival with your **parents**? 5. My aunt is **clever** and **patient**. |

**ACTIVITY 4 – PRODUCTION (7’)**

**a) Aims:**

- To test students' quick reaction to the targeted sounds.

**b) Contents:**

- Play the game “Up and down”

**c) Products:**

- Ss’ answer

**d) Teaching steps:**

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| **Teacher’s and students’ 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”** |

**IV. WRAP-UP & HOMEWORK (3’)**

- Teacher asks Ss to summarise what they have learnt in the lesson by asking them some questions.

- Teacher asks Ss to do exercises in workbook.

- Teacher asks Ss to prepare the next lesson “Unit 9 – A Closer look 2”

**V. FEEDBACK**

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**Duyệt của Tổ chuyên môn**