**UNIT 9: FESTIVALS AROUND THE WORLD**

**Lesson 3: A closer look 2**

**I. OBJECTIVES**

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

**1. Knowledge:**

- Practice *Yes/No* questions

**2. Core competence:**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work 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 activate students’ prior knowledge related to the targeted grammar: *Yes/No* questions.

- To increase students’ interest.

- To enhance students’ skills of cooperating with team mates.

**b) Contents:** Play the game: **Sentence puzzling**

**c) Products:** Ss’ answers

**d) Teaching steps:**

|  |  |
| --- | --- |
| **Teacher’s and students’ activities** | **Content** |
| \* Teacher divides the class into 4 groups.   * Teacher delivers different sets of word cards to each group. * Each group has to arrange the word cards to make meaningful sentences. * 1 point for each correct answer.   \*\* Students play the game in groups.  \*\*\* Teacher and students discuss the answers.  \*\*\*\* Teacher confirms the answers and gives feedback.  ***Set 1****:*  *Are you eating moon cakes?*  ***Set 2****:*  *Did they eat moon cakes at the festival last year?*  ***Set 3****:*  *Can he eat all these moon cakes?* | **Game: Sentence puzzling** |

**ACTIVITY 2 – PRESENTATION (15’)**

**a) Aims:**

- To introduce the targeted grammar: *Yes/No* questions.

- To have students get to know about the *Yes/No* questions.

**b) Contents:**

- Teach the vocabularies

- Teach the points of grammar

**c) Products:**

- Lists of vocabularies

- Answer key

**d) Teaching steps:**

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| --- | --- |
| **Teacher’s and students’ activities** | **Content** |
| \* Teacher asks students to study the Grammar box.   * Teacher draw students’ attention to the use and how to form a *Yes/No* question with an auxiliary verb or with a modal verb.   \*\* Teacher then asks some more able students to give some more examples.  ***Yes/No questions***  We use put the auxiliary verb or modal verb before the subject.  \*\*\* Teacher and students discuss the answers.  \*\*\*\* Teacher confirms the answers and gives feedback. | **GRAMMAR**  **Yes/ No questions**  \*These questions need either a Yes/No answer.  \* We form a Yes/ No questions with an auxiliary verb (*be, do* or *have*). We put the auxiliary verb or modal verb before the subject.  **Aux verb + S + V (-inf) + O?**  ***Examples:***   * *Are you tired?* * *Did you get many Christmas presents?* * *Can you eat all the cakes?* |

**ACTIVITY 3 – PRACTICE (18’)**

**a) Aims:**

- To check students’ understanding of the *Yes/No* questions.

- To help Ss practise making *Yes/No* questions.

- To give further practice with *Yes/No* questions.

- To give further practice with *Yes/No* questions.

**b) Contents:**

- Fill in each blank with a correct auxiliary verb or modal verb.

- Change the sentences into *Yes/No* questions.

- Match the questions in column A with their answers in column B.

- Mark is talking to Trang about the Mid-autumn Festival. Fill in the blanks with Trang’s answers below.

**c) Products:**

- Answer key

**d) Teaching steps:**

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| --- | --- |
| **Teacher’s and students’ activities** | **Content** |
| \* Teacher has students work individually.  \*\* Students work individually to complete the sentences.  \*\*\* Teacher lets students work in pairs and exchange the answers before checking with the whole class (explain each sentence if necessary).  \*\*\*\* Teacher confirms the answers and gives feedback.  \* Teacher has students work individually.  \*\* Students work individually to complete the sentences.  \*\*\* Teacher lets students work in pairs and exchange the answers before checking with the whole class (explain each sentence if necessary).  \*\*\*\* Teacher confirms the answers and gives feedback.  \* Teacher asks students to read the instruction.  \*\* Teacher asks students to do the exercise individually and match the questions in column A with the answers in column B.  \*\*\* Teacher then has them work in pairs, comparing their sentences. Teacher can go around to help students.  \*\*\*\* Teacher confirms the answers and gives feedback.  \*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: * Teacher gives each team a set of cards with phrases from the box. * The two leaders of the teams come to the board and pin the cards under the correct number. * Who can finish faster with the correct answer will be the winner.   \*\* Students play the games in team mode.  \*\*\* Teacher has students to write down the correct answer.  \*\*\*\* Teacher confirms the answers and gives feedback. Teacher can ask for translation to check their understanding. | **Task 1: Fill in each blank with a correct auxiliary verb or modal verb (p.95).**  ***Answer key:***  1. Do  2. Did  3. Are  4. Can  5. Does  **Task 2: Change the sentences into *Yes/No* questions (p.95).**  ***Answer key***:  1. Can your mother make a costume for you?  2. Will she bake a birthday cake for him?  3. Are the dragon dances interesting?  4. Does the Rio Carnival take place every year in Brazil?  5. Did they see a fireworks display on New Year’s Eve?  **Task 3: Match the questions in column A with their answers in column B (p.95).**    **Task 4: Mark is talking to Trang about the Mid-autumn Festival. Fill in the blanks with Trang’s answers below (p.95).**  **Game: Who is faster?**  ***Answer key:***  1. b  2. e  3. a  4. c  5. d |

**ACTIVITY 4 – PRODUCTION (5’)**

**a) Aims:**

- To help Ss practise producing *Yes/No* questions.

**b) Contents:**

- Work in groups. One student thinks of a festival he/she likes. Other students ask *Yes/No* questions to find out what the festival is.

**c) Products:**

- Ss’ conversations

**d) Teaching steps:**

|  |  |
| --- | --- |
| **Teacher’s and students’ activities** | **Content** |
| \* Teacher has students work in groups.  \*\* One student thinks of a festival that he/she likes. Other students ask *Yes/No* questions to find out what the festival is.  The group leader keeps a record of the group’s performance.  \*\*\* Teacher moves around to observe and pays attention to Ss’ *yes/no* questions.  \*\*\*\* Teacher asks some groups to perform in front of the class, confirms the answers and gives feedback. | **Task 5: Game. Festival mystery. Work in groups. One student thinks of a festival he/she likes. Other students ask *Yes/No* questions to find out what the festival is (p.95).**  ***Example***:  *A: Do many countries celebrate the festival?*  *B: Yes, they do.*  *A: Do children like the festival?*  *B: Do they paint eggs?*  *A: Yes, they do.*  *C: Is it Easter?*  *B: Yes, it is.* |

**IV. WRAP-UP & HOMEWORK (3’)**

- Teacher summarises the main points of the lesson:

*+ Yes/No questions*

- Teacher asks Ss to make Yes/No questions about Festival

- Teacher asks Ss to do exercise in Workbook

- Teacher asks Ss to prepare the next lesson “Unit 9 – Communication”

**V. FEEDBACK**

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**Duyệt của Tổ chuyên môn**