**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:**

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| --- | --- |
| **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. Do2. Did3. Are4. Can5. 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. b2. e3. a4. c5. 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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 ……………………….…, ngày………….tháng…………..năm 2022

 **Duyệt của Tổ chuyên môn**