Week 26th Planning date: 22/2/2018

 Teaching date: 02/3/2018

**Period 78**

 **Unit 9: FESTIVALS AROUND THE WORLD**

**Lesson 7: Looking back + Project**

**I. Objectives.**

**1.Knowlege:** By the end of the lesson, Ss can cover the whole unit: Grammar, vocabularies and structures. Ss apply them to do exercises.

**2.Skills:** Ss develop listening, speaking and writing skills.

**3.Attitude:** Positive about knowing the types of festivals and festival activities.

**4.Competence:** communication, using language, solving problem, study themselves.

**Quality**: be self-made, self-confidence, loving festivals in Viet Nam and all over the world.

**II- Teaching aids**

**1.Teacher:**  plan, a text book, extra boards.

**2.Students:** books, notebooks, pens….

**III. Teaching methods**

Communicative approach, group works, pair works, individual works, role play, a game.

**IV.Procedure**

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| **Ss’ and T’s activities** | **Contents** |
| **1. Warm up.**T calls 8 students to go to the board.T divides these students into 2 groups. Each student in groups rearrange the letter to make reasons for holding festivals then they match them to these pictures of the festival.Which group that is faster and has more correct answers is winner.**2.Presentation.****3.Practice.****VOCABULARY**Ss do this activity in pairs then compare their answer with a partner. T asks Ss to go to the board to write the answers. T and whole class correct the mistakes.**GRAMMAR**T asks Ss to give question words.T gives more question words and asks Ss to do the exercise.Ss do this activity individually then compare their answer with a partner. T asks Ss to say the answer.T and whole class check their answers.Accept all the answers if they make sense. **4.Further practice** T explains again the way to use adverbial phrases then asks Ss to this exercise.Ss work in groups of 6 students.Ss make up their own sentences with the adverbial phrases in the box. Each student write one sentences on the extra board. While Ss do this activity, T goes around to help and take notes of Ss’ mistakes to correct as a class later.T calls on some Ss to read their sentences aloud. Other Ss comment on the sentences on the board.Ss work in pairs to role-play. They ask and answer about their favorite festival.T asks some pairs to act out the role-play.Other Ss comment and vote for the best conversation. **5.Production**PROJECTSs worked in groups last week:-Think of a new festival that you would like to have.-Complete the the table with all information about this festival.-Draw pictures of this festival.T asks Ss to present their festival to the class.T and whole class correct the mistakes.T calls a student to retell the main content of the lesson base on the mind map.T asks Ss to prepare for: Review 3. | Play a game**I/ VOCABULARY*****1. Rearrange the letters to make reasons for holding festival. Then match them to the pictures of the festivals.***1. religious ( Christmas)2. music ( Glastonbury)3. superstitious ( Day of the Dead)4. seasonal ( Thanksgiving)***2. Complete the sentences with the correct form of the words in brackets.*****Key:** 1. cultural2. parade3. celebratory4. festive5. performance6. celebration**II- Grammar*****3. Complete each question with a suitable H/Wh- question word. More than one question word may be accepted.*****Key:**1. What2. Where 3. How4. Which5. Where/ When / How / Why6. When***4. Make your own sentences with the adverbial phrases from the box.***1. My father went to Ho Chi Minh city last week.2.3.4.5.**III- Communication*****5. Role-play in pairs. Student A is a reporter. Student B is a secondary school student. Continue the conversation below.****Reporter:* I’m a reporter from Culture Magazine. Can I ask you some questions about your *favorite festivals?**Student:* Yes, of course. I like……….best.Reporter: Where’s the festival held?**Finish! Now I can…**Talk about the festival….PROJECT

|  |  |
| --- | --- |
| What |  |
| Who |  |
| Where |  |
| When |  |
| How often |  |
| Why |  |
| How |  |

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