

Week: 24
Period: 70
Date of teaching: 27/2/2025

UNIT9: FESTIVALS AROUND THE WORLD
Lesson 2: A CLOSER LOOK 1 + LANGUAGE FOCUS 1
Timing: 1 period (45 minutes)

I. Objectives

1. Knowledge: By the end of this unit students can:

a. Skills:

- *Main skill*

Speaking: pronounce two-syllable words with correct stress

- *Sub- skill:*

Listening: listen for the stress of two-syllable words.in each word and in sentence

b. Language:

- Vocabulary: types of festivals and festival activities.

- Pronunciation: the stress of two-syllable words.

2. Competence

Students can pronounce two-syllable words correctly

3. Attitude







Students can develop communication skills and creativity, be collaborative and supportive in pair work and teamwork and actively join in class activities, develop self-study skills

II. Teaching aids (& materials)

Student book TA 7, p.p.t file, pictures of festivals

III. Procedure

Activity 1: Setting the scene (5 minutes)

Goal	The activity aims at creating an active atmosphere in the class before the lesson and leading into the new unit
Input	<p>1. Write under each picture a festival name from the box (p.94).</p> <div></div> <p>1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____</p>
Procedure	<p>-Teacher has students to look at the pictures and asks them if they know the names of the festivals.</p> <p>-Teacher gets students to do the exercise in individuals.</p> <p>-Ask them to share their answers in pairs before checking the answers as a class.</p>

	-Teacher then encourages students to explain their answers. Correct if necessary.
Outcome	<p>1. Ss have an exciting atmosphere to start the lesson</p> <p>2. Expected answers:</p> <ol style="list-style-type: none"> 1. Halloween 2. Christmas 3. Mid-Autumn Festival 4. Cannes Film Festival 5. Easter 6. Thanksgiving

Activity 2 : Complete the table below with the phrases from the box (10 minutes)

Goal	The activity aims at presenting some festival activities.															
Input	<div><div>2 Complete the table below with the phrases from the box.</div><div><div>having a feast chocolate eggs turkey carving pumpkins moon cakes candy apples painting eggs performing a lion dance</div><table><tr><th>Festival</th><th>Food</th><th>Activity</th></tr><tr><td>Easter</td><td></td><td></td></tr><tr><td>Halloween</td><td></td><td></td></tr><tr><td>Mid-Autumn Festival</td><td></td><td></td></tr><tr><td>Thanksgiving</td><td></td><td></td></tr></table></div></div>	Festival	Food	Activity	Easter			Halloween			Mid-Autumn Festival			Thanksgiving		
Festival	Food	Activity														
Easter																
Halloween																
Mid-Autumn Festival																
Thanksgiving																
Procedure	<div><div>-Teacher tells Ss that people celebrate festivals with different food and activities.</div><div>-Teacher asks them to do the task individually.</div><div>-Teacher asks students to share their answers in pairs before checking the answers as a class.</div><div>-Teacher then encourages students to explain their answers. Correct if necessary.</div></div>															
Outcome	<div><div>1. Ss know how to use the words about food and the words about activity</div><div>2. Expected answer:</div><table><tr><th>Festival</th><th>Food</th><th>Activity</th></tr><tr><td>Easter</td><td>chocolate eggs</td><td>painting eggs</td></tr><tr><td>Halloween</td><td>candy apples</td><td>carving pumpkins</td></tr><tr><td>Mid-Autumn Festival</td><td>moon cakes</td><td>performing a lion dance</td></tr><tr><td>Thanksgiving</td><td>turkey</td><td>having a feast</td></tr></table></div>	Festival	Food	Activity	Easter	chocolate eggs	painting eggs	Halloween	candy apples	carving pumpkins	Mid-Autumn Festival	moon cakes	performing a lion dance	Thanksgiving	turkey	having a feast
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Easter	chocolate eggs	painting eggs														
Halloween	candy apples	carving pumpkins														
Mid-Autumn Festival	moon cakes	performing a lion dance														
Thanksgiving	turkey	having a feast														

Activity 3 : Fill in each blank with a word or phrase from the box (10 minutes)

Goal	The activity aims at helping Ss further practice with words / phrases related to festivals and festival activities.
Input	<p>3 Fill in each blank with a word or phrase from the box.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="background-color: #fff9c4; padding: 10px; border: 1px solid #ccc;"> painting eggs Mid-Autumn Festival Cannes Film Festival </div> <div style="text-align: center;"> Christmas candy apples turkey </div> </div> <ol style="list-style-type: none"> 1. At _____, people give gifts to each other. 2. My children love _____ at Easter. 3. How many _____ do you need for the Halloween party? 4. At the _____, there are many interesting films. 5. Performing lion dances is one of the activities at the _____. 6. Bill's mum is cooking a _____ for Thanksgiving.
Procedure	<p>-Teacher asks Ss to work in pairs to complete the sentences with the words/ phrases given.</p> <p>-Ss work in pairs.</p> <p>-Teacher allows students to cross check first.</p> <p>-Teacher invites some pairs to share their answers and gives feedback.</p>
Outcome	<p>1. Ss can know how to use the verbs of liking / disliking</p> <p>2. Key:</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="width: 30%;">1. Christmas</div> <div style="width: 30%;">2. painting eggs</div> <div style="width: 30%;">3. candy apples</div> <div style="width: 30%;">4. Cannes Film Festival</div> <div style="width: 30%;">5. Mid-Autumn Festival</div> <div style="width: 30%;">6. turkey</div> </div>

Activity 4 : : Listen and repeat. Then underline the stressed syllable in each word. (5 minutes)

Goal	The activity aims at identifying how to pronounce two-syllable words with correct stress and practising pronouncing these words with correct stress.										
Input	<div style="display: flex; align-items: center;"> <div style="flex: 1;"> <p>Pronunciation</p> <p>Stress in two-syllable words</p> <p>4 Listen and repeat. Then underline the stressed syllable in each word. </p> </div> <div style="flex: 2;"> <table border="1" style="background-color: #e0f2f1; border-collapse: collapse;"> <thead> <tr style="background-color: #00bcd4; color: white;"> <th style="padding: 5px;">Nouns and Adjectives</th> <th style="padding: 5px;">Verbs</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">costume</td> <td style="padding: 5px;">enjoy</td> </tr> <tr> <td style="padding: 5px;">fireworks</td> <td style="padding: 5px;">decide</td> </tr> <tr> <td style="padding: 5px;">turkey</td> <td style="padding: 5px;">discuss</td> </tr> <tr> <td style="padding: 5px;">happy</td> <td style="padding: 5px;">prepare</td> </tr> </tbody> </table> </div> </div>	Nouns and Adjectives	Verbs	costume	enjoy	fireworks	decide	turkey	discuss	happy	prepare
Nouns and Adjectives	Verbs										
costume	enjoy										
fireworks	decide										
turkey	discuss										
happy	prepare										
Procedure	-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.										

	<ul style="list-style-type: none">- 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.																			
Outcome	<p>1. Ss practise more on Stress in two-syllable words</p> <table><tr><th>Type of word</th><th>General rule</th><th>Exceptions</th></tr><tr><td>most nouns and adjectives</td><td>stress on the first syllable e.g. 'country</td><td>a'sleep a'broad ma'chine</td></tr><tr><td>most verbs</td><td>stress on the second syllable e.g. re'ceive</td><td>'copy 'differ 'happen (two-syllable verbs ending in -er / -en)</td></tr></table> <p>2. Expected answer:</p> <div><p>Key + Audio script – Track 62:</p><table><tr><th>Nouns and Adjectives</th><th>Verbs</th></tr><tr><td>costume</td><td>enjoy</td></tr><tr><td>fireworks</td><td>decide</td></tr><tr><td>turkey</td><td>discuss</td></tr><tr><td>happy</td><td>prepare</td></tr></table></div>	Type of word	General rule	Exceptions	most nouns and adjectives	stress on the first syllable e.g. 'country	a'sleep a'broad ma'chine	most verbs	stress on the second syllable e.g. re'ceive	'copy 'differ 'happen (two-syllable verbs ending in -er / -en)	Nouns and Adjectives	Verbs	costume	enjoy	fireworks	decide	turkey	discuss	happy	prepare
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Nouns and Adjectives	Verbs																			
costume	enjoy																			
fireworks	decide																			
turkey	discuss																			
happy	prepare																			

Activity 5 : Listen and repeat the sentences. Underline the stressed syllables in the bold words (10 minutes)

Goal	The activity aims at helping Ss pronounce two-syllable words with correct stress in sentences.
Input	<div> <div> 5 Listen and repeat the sentences. Underline the stressed syllables in the bold words. <small>(63)</small> </div> <div> <ol style="list-style-type: none"> We're going to attend an Easter party at Nick's house. The dancers will perform traditional dances at the festival. At Christmas, people usually buy presents for their family. Did you go to the Da Lat Flower Festival with your parents? My aunt is clever and patient. </div> </div>
Procedure	<ul style="list-style-type: none"> -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.

	<ul style="list-style-type: none"> -Teacher goes around to offer help or correct pronunciation, if necessary. - Teacher calls some students to say the sentences in front of the class. <p>Check their pronunciation if necessary.</p>
Outcome	<p>1. Ss can identify how to pronounce the two-syllable words with correct stress in sentences.</p> <p>2. Expected answer:</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Key + Audio script – Track 63:</p> <ol style="list-style-type: none"> 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. </div>

Wrap-up: (5 minutes)

- Ask Ss to summarise what they have learnt in the lesson.
- Have Ss look at the objectives written on the board at the beginning of the lesson and tick the objectives they can do.
- Ask Ss to review this lesson at home and prepare the next part: unit 9 - A closer look 2.
- Ask ss to do Language focus 1 at home

LANGUAGE FOCUS

Pronunciation

1 a Choose the word in which the underlined part is pronounced differently.

1. A. careful B. patient C. parade
2. A. tonight B. time C. favourite
3. A. feature B. clear C. appear

b Choose the word which has a different stress pattern from that of the others.

4. A. helmet B. transport C. believe
5. A. enjoy B. boring C. arrive

*EVALUATION:

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Week: 24

Period: 71

Date of teaching: 28/2/2025

TEACHING PLAN

UNIT9: FESTIVALS AROUND THE WORLD

Lesson 3: A CLOSER LOOK 2 + LANGUAGE FOCUS 4

Timing: 1 period (45 minutes)

I. Objectives

1. Knowledge: By the end of this unit students can be able to use the present simple correctly

2. Competence

Students can use the present simple to talk about their classmate's hobbies

3. Attitude

Students can develop communication skills and creativity, be collaborative and supportive in pair work and teamwork and actively join in class activities

II. Teaching aids (& materials)

Student book TA 7, ppt file, pictures of festivals

III. Procedure

Activity 1: Setting the scene (8 minutes)

Goal	The activity aims at creating an active atmosphere in the class before the lesson and leading into the new unit
Input	CHATTING
Procedure	<p>- Ask Ss some questions: <i>Didyou go to bed late yesterday? Didyou get up early today? Areyou tired now?</i></p> <p>Write these on the board.</p> <p>- Invite some Ss to answer the questions. Lead to the lesson.</p> <p>- Introduce the objectives of the lesson. Write the objectives in the left corner of the board.</p> <p>Review/Teach Yes/No questions.</p> <p>- Ask Ss to share the definition of a Yes / No question. Point out the three questions T has just written</p> <p>on the board. Explain why they are Yes / No questions. Ask Ss to make their own examples. Write their</p> <p>examples on the board.</p> <p>- Have Ss read the Grammar box in the book. Draw their attention to the examples on the board.</p> <p>Underline the first word in each question and ask them if this word is <i>be, do, have</i> or a modal verb.</p> <p>- Draw Ss' attention to the examples in the box. Ask them if the first word in each question is <i>be, do, have</i> or a modal verb.</p>

	<ul style="list-style-type: none"> - Invite one student to repeat the definition of a Yes / No question. Ask them to read the special case in which <i>be</i> is a main verb. -Have them do the activities in the book.
Outcome	1. Ss have an exciting atmosphere to start the lesson 2. Expected answers: - No, I didn't, Yes, I did, No, I'm not,...

Activity 2 : Fill in each blank with a correct auxiliary verb or modal verb (7 minutes)

Goal	The activity aims at helping ss practice with Yes / No questions.
Input	<div> 1 Fill in each blank with a correct auxiliary verb or modal verb. </div> <div> 1. _____ they hold the festival in Ha Noi every year? 2. _____ he visit Hoi An last year? 3. _____ they performing folk dances? 4. A: _____ you make <i>banh chung</i>? B: Yes, I can. 5. _____ your brother usually come back home at Tet? </div>
Procedure	<ul style="list-style-type: none"> - Ask Ss to do the exercise individually and then check their answers in pairs. - Invite some Ss to share their answers. Confirm the correct answers.
Outcome	1. Ss can use Yes / No questions correctly 2. Key: 1. Do 2. Did 3. Are 4. Can 5. Does

Activity 3 : Change the sentences into Yes/No questions (5 minutes)

Goal	The activity aims at helping Ss practise making Yes / No questions.
Input	<div> 2 Change the sentences into Yes / No questions. </div> <div> 1. My mother can make a costume for me. 2. She will bake a birthday cake for him. 3. The dragon dances are interesting. 4. The Rio Carnival takes place every year in Brazil. 5. They saw a fireworks display on New Year's Eve. </div>
Procedure	<ul style="list-style-type: none"> - Have Ss do this exercise individually and then compare their answers with a partner. - Ask some Ss to write their answers on the board. - Check the answers with the whole class. Ask Ss to explain the use of Yes / No questions. - Confirm the correct answers.

Outcome	<p>1. Ss can make Yes / No questions correctly</p> <p>2. Key:</p> <p>1. Can your mother make a costume for you?</p> <p>2. Will she bake a birthday cake for him?</p> <p>3. Are the dragon dances interesting?</p> <p>4. Does the Rio Carnival take place every year in Brazil?</p> <p>5. Did they see a fireworks display on New Year's Eve?</p>
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Activity 4 : Match the questions in column A with their answers in column B (5 minutes)

Goal	The activity aims at giving further practice with Yes / No questions.												
Input	<p>3 Match the questions in column A with their answers in column B.</p> <table border="1"> <thead> <tr> <th>A</th><th>B</th></tr> </thead> <tbody> <tr> <td>1. Will you help me take a photo?</td><td>a. Yes, he is.</td></tr> <tr> <td>2. Is he painting Easter eggs?</td><td>b. No, I'm not.</td></tr> <tr> <td>3. Do they eat candy apples on Halloween?</td><td>c. Yes, I will.</td></tr> <tr> <td>4. Are you excited about your holiday?</td><td>d. No, she can't.</td></tr> <tr> <td>5. Can she perform Dutch folk dances?</td><td>e. Yes, they do.</td></tr> </tbody> </table>	A	B	1. Will you help me take a photo?	a. Yes, he is.	2. Is he painting Easter eggs?	b. No, I'm not.	3. Do they eat candy apples on Halloween?	c. Yes, I will.	4. Are you excited about your holiday?	d. No, she can't.	5. Can she perform Dutch folk dances?	e. Yes, they do.
A	B												
1. Will you help me take a photo?	a. Yes, he is.												
2. Is he painting Easter eggs?	b. No, I'm not.												
3. Do they eat candy apples on Halloween?	c. Yes, I will.												
4. Are you excited about your holiday?	d. No, she can't.												
5. Can she perform Dutch folk dances?	e. Yes, they do.												
Procedure	<ul style="list-style-type: none"> - Have Ss do this exercise in pairs and then compare their answers with another pair. - Invite some pairs to read aloud their answers. Confirm the correct answers. 												
Outcome	<p>1. Ss master the ways how to use Yes / No questions correctly</p> <p>2. - Key</p> <p>1.c 2.a 3.e 4. b 5.d</p>												

Activity 5 : Mark is talking to Trang about the Mid-autumn Festival. Fill in the blanks with Trang's answers below (10 minutes)

Goal	The activity aims at helping Ss do further practice with Ss practise producing Yes / No questions.
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Input	<p>4 Mark is talking to Trang about the Mid-Autumn Festival. Fill in the blanks with Trang's answers below.</p> <p>a. Yes, we do. We watch lion dances, too.</p> <p>b. No, we celebrate it in the middle of the eighth lunar month.</p> <p>c. Yes, I do. It's one of my favourite festivals.</p> <p>d. Yes. Just come over to my house on the night of the festival.</p> <p>e. Yes, we do. We also have some autumn fruits.</p> <p>Mark: Do you celebrate the Mid-Autumn Festival in December? Trang: (1) ____.</p> <p>Mark: Do you eat moon cakes at the festival? Trang: (2) ____.</p> <p>Mark: Do you make lanterns at the festival? Trang: (3) ____.</p> <p>Mark: Do you like the festival? Trang: (4) ____.</p> <p>Mark: Can I join the festival with you next month? Trang: (5) ____.</p>
Procedure	<ul style="list-style-type: none"> - Have Ss work in pairs to do this activity. - Have pairs cross-check. - Invite some pairs to read aloud their answers. Confirm the correct answers.
Outcome	<p>1. Ss master the ways how to use Yes / No questions correctly</p> <p>2. Expected answer:</p> <p>1.b 2.e 3. a 4.c 5.d</p>

Activity 6 : 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 (5 minutes)

Goal	The activity aims at helping Ss make help Ss practise producing Yes / No questions.
Input	<p>5 GAME Sentence race</p> <p>Work in groups.</p>
Procedure	<ul style="list-style-type: none"> - Divide Ss into groups. Assign a group leader. - One student thinks of a festival 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. - Move around to observe, paying attention to Ss' Yes / No questions.

	<ul style="list-style-type: none"> - Invite some group leaders to report what festival his / her group has talked about. - Ask some groups to perform in front of the class.
Outcome	<p>1. Ss master the ways how to make sentences with Yes / No questions correctly</p> <p>2. Expected answer:</p> <p>Example:</p> <p>A: Do you jog? B: Never!</p> <p>A: Would you like to try? B: I don't think I would like to.</p> <p>A: Do you like to exercise? B: No, I don't!</p> <p>--> B loses because he / she said No.</p>

Wrap-up: (5 minutes)

- Ask Ss to summarize what they have learnt in the lesson.
- Have Ss look at the objectives written on the board at the beginning of the lesson and tick the objectives they can do.
- Ask Ss to review this lesson at home and prepare the next part: Unit 9 - Communication.
- Ask ss to do Language focus 4 at home

Grammar

4 Which of the underlined parts in each question is incorrect? Find and correct it.

1. Did you walk to the supermarket? Yes, I do.
A B C

2. Though he rode a motorcycle, but he didn't wear a helmet.
A B C

3. There is a red light, so you should cross the road. It's dangerous.
A B C

4. Will Lan to attend the music festival this Sunday?
A B C

5. The film was boring. However she watched it to the end.
A B C

*EVALUATION:

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Week: 24

Period: 72

Date of teaching: 29/2/2025

UNIT9: FESTIVALS AROUND THE WORLD

Lesson 4: COMMUNICATION

Timing: 1 period (45 minutes)

I. Objectives

1. Knowledge: By the end of this unit students can:

a. Skills:

- *Main skill*

Speaking: tell everyone about about the concept of festival symbols and their meanings

- *Sub- skill:*

Listening: listen for specific information about festival symbols and their meanings

b. Language:

a. Vocabulary: revise vocabulary on types of festivals and festival activities

b. Grammar: structures to express disappointment

2. Competence

Students can tell everyone about their classmate's hobbies and outline some vocabulary and grammar items related to the topic

3. Attitude

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

II. Teaching aids (& materials)

Student book TA 7, ppt file, pictures of festivals

III. Procedure

Activity 1: Setting the scene (5 minutes)

Goal	The activity aims at creating an active atmosphere in the class before the lesson; and leading into the new lesson.
Input	CHATTING
Procedure	<ul style="list-style-type: none">- Show some pictures of a festival. Ask Ss to make Yes / No questions to get to know about the festival. Have them guess the festival.- Introduce the objectives of the lesson: learning how to express disappointment and talking about symbols of festivals.
Outcome	<ul style="list-style-type: none">1. Ss have an exciting atmosphere to start the lesson2. Expected answers:<ul style="list-style-type: none">- Yes, I do or No, I don't,.....- I guess it's

Activity 2 : Listen and read the conversation. Pay attention to the highlighted sentences.

(5 minutes)

Goal	The activity aims at introducing ways of expressing disappointment in English
Input	<p>1 Listen and read the conversation. Pay attention to the highlighted sentences. 🗣️</p> <p><i>Mi:</i> How was the music festival last Sunday?</p> <p><i>Mark:</i> It was disappointing!</p> <p><i>Mi:</i> Why?</p> <p><i>Mark:</i> The band was late.</p> <p><i>Trang:</i> And the singers weren't very good either. It was a big disappointment.</p>
Procedure	<ul style="list-style-type: none"> - Teacher lets students listen to the examples in Ex. 1 in the book. - Teacher draws their attention to the form of ways to express disappointment. - Teacher and students discuss the form of ways to express disappointment, and give some other expressions. - Teacher confirms the answers and gives feedback.
Outcome	<p>1. Ss identify and remember the uses of ways to express disappointment in English</p> <p>2. Expected answer: Expressing disappointment</p> <p><i>* It was disappointing!</i></p> <p><i>* It was a big disappointment.</i></p> <p><i>Other expressions:</i></p> <p><i>* That's too bad!</i></p> <p><i>* What a disaster!</i></p> <p><i>* That's so disappointing!</i></p>

Activity 3 : Work in groups. Make a similar conversation for each situation below.
(5 minutes)

Goal	The activity aims at helping Ss practise the ways to express disappointment.
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Input	<p>2 Work in groups. Make a similar conversation for each situation below.</p> <ol style="list-style-type: none"> 1. Your friend went to a film festival for teenagers, but there were not many films he / she liked. 2. Your friend went to the market to buy decorations for the Mid-Autumn Festival. But there were not many decorations to choose from.
Procedure	<ul style="list-style-type: none"> - Ask Ss to work in pairs to make similar conversations in the given situations. - Move around to observe and provide help. - Call on some pairs to perform in front of the class. Comment on their performance.
Outcome	<p>1. Ss can make similar conversation for each situation.</p> <p>2. Key:</p> <p>(1)</p> <p>S1: How was <u>the film festival yesterday?</u></p> <p>S2: <u>It was dull and boring!</u></p> <p>S1: Why/What's the problem?</p> <p>S2: <u>Almost all of the films were not interesting.</u></p> <p>(2)</p> <p>S1: <u>Did you buy anything when you went to the market?</u></p> <p>S2: <u>Unfortunately, I could not choose anything as there is not a wide range of decorations for the Mid-Autumn Festival.</u></p> <p>S1: <u>at sounds disheartening</u></p>

Activity 4 : Listen to Mark talking about festival symbols. Fill in each blank with ONE word. (10 minutes)

Goal	The activity aims at helping Ss understand the concept of festival symbols and providing Ss with some Christmas symbols and their meanings.
Input	<p>3 Listen to Mark talking about festival symbols. Fill in each blank with ONE word. (65)</p> <ol style="list-style-type: none"> 1. A symbol is an image we use or _____ of when celebrating a festival. 2. A symbol usually has a special _____. 3. The Christmas tree is the symbol of a long _____. 4. Santa Claus is the symbol of joy and _____.

Procedure	<ul style="list-style-type: none"> - Ask Ss what they think of when they talk about Christmas, i.e. Christmas symbols. Elicit answers from Ss. - Have Ss read the sentences given. Ask them to predict what word to use to fill in each blank. Write their answers on the board. - Play the recording for Ss to check their answers. - Invite some Ss to share their answers. Confirm the correct answers.
Outcome	<p>1. Ss master the ways to talk about their hobbies</p> <p>2.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Key: 1. think 2. meaning 3. life 4. happiness</p> <p>Audio script – Track 65:</p> <p>A lot of festivals have their own symbols. A festival symbol is an image we use or think of when we celebrate a festival. It usually has a special meaning. For example, when we talk about Christmas, we think of the Christmas tree. It's the symbol of a long life. We can also think of Santa Claus. He's the symbol of joy and happiness.</p> </div>

Activity 5 : Work in pairs. Match each festival with its symbol and meaning. (5 minutes)

Goal	The activity aims at helping Ss understand the symbols of other festivals and their meanings.																
Input	<div><div>4</div><div>Work in pairs. Match each festival with its symbol and meaning.</div></div> <table><tr><td>1. Mid-Autumn Festival</td><td>A. black cat</td><td></td><td>a. It is the symbol of a new life because it has a lot of babies.</td></tr><tr><td>2. Halloween</td><td>B. The Golden Palm</td><td></td><td>b. It is the symbol of the moon, prosperity and family reunion.</td></tr><tr><td>3. Easter</td><td>C. moon cake</td><td></td><td>c. It is the symbol of bad luck.</td></tr><tr><td>4. Cannes Film Festival</td><td>D. Easter Bunny</td><td></td><td>d. It is the symbol of the winner's prize.</td></tr></table>	1. Mid-Autumn Festival	A. black cat		a. It is the symbol of a new life because it has a lot of babies.	2. Halloween	B. The Golden Palm		b. It is the symbol of the moon, prosperity and family reunion.	3. Easter	C. moon cake		c. It is the symbol of bad luck.	4. Cannes Film Festival	D. Easter Bunny		d. It is the symbol of the winner's prize.
1. Mid-Autumn Festival	A. black cat		a. It is the symbol of a new life because it has a lot of babies.														
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4. Cannes Film Festival	D. Easter Bunny		d. It is the symbol of the winner's prize.														
Procedure	<ul style="list-style-type: none">- Introduce some new words if necessary (some new words may be: <i>prosperity</i> and <i>reunion</i>).- Have Ss work in pairs to do this activity.- Invite Ss to share their answers. Check with the whole class. Confirm the correct answers.																

Outcome	1. Ss understand the symbols of other festivals and their meanings. 2. Expected answer: <ol style="list-style-type: none"> 1. C-b 2. A-c 3. D-a 4. B-d
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Activity 6 : Work in groups. Choose a festival and talk about its symbol(s) and meaning. (10 minutes)

Goal	The activity aims at helping Ss practise talking about festival symbols and their meanings.
Input	<div style="background-color: #fff9e6; padding: 10px; border: 1px solid #ccc;"> <p>5 Work in groups. Choose a festival and talk about its symbol(s) and meaning.</p> <p>Example: When we talk about Christmas, we think of the Christmas tree. It is the symbol of a long life.</p> </div>
Procedure	<ul style="list-style-type: none"> - Ask Ss to read the example to understand how to do the activity. Have them work in groups. Each group member chooses a festival and talks about its symbols and meaning. Move around to observe and offer help if needed. - Invite some Ss to present their festival. Comment on their answers. If there is some time left, have Ss think of a festival they know. Ask them to share with the class that festival's symbols and their meaning.
Outcome	1. Ss can talk about festival symbols and their meanings 2. Expected answer: <p>When we talk about Mid-Autumn Festival, we think of moon cake. It is the symbol of the moon, prosperity and family reunion.</p>

Wrap-up: (5 minutes)

- Ask Ss to summarise what they have learnt in the lesson.
- Have Ss look at the objectives written on the board at the beginning of the lesson and tick the objectives they can do.
- Ask Ss to review this lesson at home and prepare the next part: Unit 9 - skills 1.

***EVALUATION:**

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DUYỆT CỦA TỔ TRƯỞNG

NGƯỜI SOẠN

Phạm Thị Tuyết Hoa

Nguyễn Thanh Huy