

Week: 25
Period: 73
Date of teaching: 5/3/2025

TEACHING PLAN
Lesson 1: UNIT9: SKILLS 1
Timing: 1 period (45 minutes)

I. Objectives

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

a. Skills:

Reading: scan for specific information

Speaking: talking about a festival they enjoy.

b. Language:

Vocabulary: use some vocabulary about festival.

Grammar: use the present simple tense to talk about hobbies and their benefits

2. Competence

Students can tell everyone about a festival they enjoy.

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, 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	Kim's game
Procedure	- Ask some Ss what festivals and their symbols. - Ask them about the Festival. Elicit answers from Ss. Lead to the new lesson: Reading and Speaking lesson about Festival. - Introduce the objectives of the lesson.
Outcome	1. Ss have an exciting atmosphere to start the lesson 2. Expected answers: They hold Twins Day Festival every year.

Activity 2: Teaching new words (10 minutes)

Goal	The activity aims at providing students with vocabulary and helping students well-prepared for the reading and speaking tasks.
Input	1.join (v) : tham gia 2.feature (n) : trình diễn đặc biệt 3. per formance (n): màn biểu diễn

Procedure	<ul style="list-style-type: none"> – follow steps of teaching new vocabulary - use “RUB OUT AND REMEMBER”to check vocabulary
Outcome	<ol style="list-style-type: none"> 1. Ss have certain vocabulary for the reading and speaking tasks. 2. three new words

Activity 2 : Activating Ss' knowledge of the topic (5 minutes)

Goal	The activity aims at activating Ss' knowledge of the topic of the reading text.
Input	<p>1. Work in pairs. Look at the pictures. Which events do you think happen at the Twins Day Festival?</p> <div style="text-align: center;">  <p>Double Take Parade Cheese Rolling</p> <p>Talent Show</p> </div>
Procedure	<ul style="list-style-type: none"> - Have Ss look at the picture in the book or show the picture in the book on a slide. Ask Ss who they see in the picture and what they are doing. - Have Ss work in pairs to discuss the two questions. - Invite some Ss to share their answers. Tell Ss that they are going to read a text about Twin Days Festivals.
Outcome	<ol style="list-style-type: none"> 1. Ss express their thought about the topic Festivals. 2. Expected answer: <ul style="list-style-type: none"> - In the picture, I think the event Double Take Parade happened at the Twins Day Festival.

Activity 3 : Guessing the meaning of new words in context. (5 minutes)

Goal	The activity aims at helping Ss develop the skill of guessing the meaning of new words in context.								
Input	<p>2. Match each word from the email in 1 with its meaning.</p> <table border="1"> <tr> <td>1. gathering</td><td>a. two children born to the same mother at the same time</td></tr> <tr> <td>2. featured</td><td>b. meeting</td></tr> <tr> <td>3. twins</td><td>c. the act of entertaining other people by singing, dancing, and playing music, etc.</td></tr> <tr> <td>4. performance</td><td>d. showed something as the most important part</td></tr> </table>	1. gathering	a. two children born to the same mother at the same time	2. featured	b. meeting	3. twins	c. the act of entertaining other people by singing, dancing, and playing music, etc.	4. performance	d. showed something as the most important part
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2. featured	b. meeting								
3. twins	c. the act of entertaining other people by singing, dancing, and playing music, etc.								
4. performance	d. showed something as the most important part								
Procedure	<p>Tell Ss what they are going to do.</p> <ul style="list-style-type: none"> - Ask Ss how to do the exercise. Elicit answers from Ss. - If needed, tell them to follow these steps: <ul style="list-style-type: none"> + Read the words in column A. + Locate each word in the text. + Read around the word to get the general meaning. + Read the definitions in column B, find the suitable meaning to match each word. - Ask Ss to repeat the steps (they can speak in Vietnamese). - 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	<p>1. Ss can guess the vocabulary in context.</p> <p>2. Key: 1.b 2.d 3.a 4. c</p>								

Activity 4 : Reading (10 minutes)

Goal	The activity aims at helping Ss develop the skill of reading for specific information (scanning).
Input	<p>3. Read the email again. Complete each sentence with no more than TWO words.</p> <p><i>(Đọc lại email. Hoàn thành mỗi câu với không quá HAI từ.)</i></p> <p>1. People hold the festival in Twinsburg on the _____ every August.</p>

	<p>2. There are twins from many _____.</p> <p>3. In the Double Take Parade, twins in uniforms _____.</p> <p>4. Mark enjoyed the _____ by the Korean twins the most.</p> <p>5. Mark and his twin sister ran in the _____.</p> <p>6. In his opinion, the festival was very _____.</p>
Procedure	<p>- Ask Ss what they are going to do. - Have Ss share how to do this exercise.</p> <p>- Briefly tell them the steps: read the sentences, underline the key words in the sentences, locate the key words in the text and find the words to complete the sentences. - Ask Ss to repeat the steps (they can speak in Vietnamese).</p> <p>- Ask Ss to do the exercise individually and then check their answers in pairs.</p> <p>- Invite some Ss to share their answers. Have them explain their answers. Confirm the correct answers.</p> <p>- Ask Ss to tell the class the benefits of gardening as mentioned in the text.</p>
Outcome	<p>Key:</p> <p>1. <u>first weekend</u> 2. <u>different countries.</u> 3. <u>walked together.</u></p> <p>4. <u>performance</u> 5. <u>Fun Run.</u> 6. <u>exciting.</u></p>

Activity 5 : Identifying the benefits of some festival. (10 minutes)

Goal	The activity aims at helping Ss identify how to ask and answer about a festival they joined
Input	<p>4. Match the questions and answers about a festival someone joined.</p> <p>1. What festival did you join?</p> <p>2. Where and when did you join it?</p> <p>3. Why do people celebrate it?</p> <p>4. What did you do there?</p>

	<p>5. Did you like the festival? Why or why not?</p> <p>a. Yes, very much because there was a lot to do.</p> <p>b. I joined the festival in Phu Yen last March.</p> <p>c. I watched people play drums, sing traditional songs, and dance. I also played traditional games with the children there.</p> <p>d. I joined Hoi Mua Festival.</p> <p>e. They celebrate it to thank the Rice God and pray for a better new crop.</p>
Procedure	<p>Introduce some structures to talk about the festivals.</p> <ul style="list-style-type: none"> - Give some examples. - Have Ss work in pairs to match the festivals. Check as the whole class. - Ask Ss to name other benefits of these festivals. Invite some Ss to share their answers
Outcome	<p>1. Ss identify the benefits of some hobbies and talk about their benefits..</p> <p>2. Expected answer: 1. d 2. b 3. e 4.c 5.a</p>

Activity 6 : Asking and answering about the festivals Ss joined (5 minutes)

Goal	The activity aims at practicing with asking and answering about the benefits of festivals.
Input	<p>5. Work in pairs. Ask and answer about a festival you and your friend joined, using the questions in 4 as cues. Tell the class about the festival your partner joined.</p> <ul style="list-style-type: none"> - What festival did you join? - Where and when did you join it? - Why do people celebrate it? - What did you do there? - Did you like the festival? Why or why not?
Procedure	<ul style="list-style-type: none"> - Have Ss work in groups to ask and answer the two questions. - Model the answers to the two questions if needed.

	<ul style="list-style-type: none"> - Invite some Ss to share their partner's answers to the questions. - Invite other Ss to comment on the answers. - Comment on Ss' answers.
Outcome	<p>1. Ss master the ways to ask and answer about the festivals.</p> <p>2. Expected answer:</p> <p>A: What festival did you join?</p> <p>B: I and my friends joined the Buffalo – fighting Festival.</p> <p>A: Where and when did you join it?</p> <p>B: We joined the festival in Do Son on August 9th according to the Lunar calendar.</p> <p>A: Why do people celebrate it?</p> <p>B: They celebrate it to remember the merits of gods, maintain the village discipline, to play for the prosperity and happiness for the local people.</p> <p>A: What did you do there?</p> <p>B: We watched people play drum, dance and watch the buffalos. The drum sound and the scream of people urge the buffalo to play in a fierce way.</p> <p>A: Did you like the festival? Why or why not?</p> <p>B: Yes, very much because there was really fascinating and amazing.</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 2.

*EVALUATION:

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Week: 25

Period: 74

Date of teaching: 6/3/2025

TEACHING PLAN

Lesson 6: UNIT9: SKILLS 2

Timing: 1 period (45 minutes)

I. Objectives

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

a. Skills:

- *Main skills*

Listening: listen for specific information about a festival.

Write: write an email to describe a festival.

- *Sub skill:*

Reading: complete the specific information in the table.

b. Language:

Vocabulary: use some vocabulary about festival .

Grammar: use the present simple tense to write an email to describe a festival.

2. Competence

Students can write an email to describe a festival.

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 (5 minutes)

Goal	The activity aims at creating an active atmosphere in the class before the lesson and leading into the new unit
Input	Game: Bingo
Procedure	<ul style="list-style-type: none">- Teacher tells the rules of the game- Ss fill in the table with names of some festivals- Lead to the new lesson: Listening and Writing lesson about festivals- Introduce the objectives of the lesson
Outcome	<ul style="list-style-type: none">1. Ss have an exciting atmosphere to start the lesson2. Expected answers: Mark is going to talk about Thanksgiving

Activity 2: Activating Ss' knowledge of the topic (5 minutes)

Goal	The activity aims at activating Ss' knowledge of the topic of the reading text.
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Input	<p>1 : Look at the animal below. Discuss the following questions with a partner</p>  <ol style="list-style-type: none"> 1. What is it? 2. What festival is it a part of?
Procedure	<ul style="list-style-type: none"> - Have Ss look at the picture and answer the questions. - Ask Ss if they know anything about the festival. This is an open activity, so accept all answers provided that they make sense.
Outcome	<p>1. Ss express their thought about the festival</p> <p>2. Expected answer:</p> <ol style="list-style-type: none"> 1. It's a turkey. 2. Thanksgiving.

Activity 3: Listening for specific information. (5 minutes)

Goal	<p>The activity aims at helping Ss:</p> <ul style="list-style-type: none"> - understand what the monologue is about. - develop the skill of listening for specific information.
Input	<p>2: Now listen to Mark talking about how his family celebrates a festival. Check your answers.</p>
Procedure	<ul style="list-style-type: none"> - Tell Ss that they are going to listen to Mark talking about how his family celebrates a festival. - Have Ss read the table. Have Ss guess what the festival.


	<ul style="list-style-type: none"> - Play the recording and ask Ss to tick the words or phrases they hear from the monologue. Then ask two or three students to write their answer on the board. Ss work in pairs to compare their answers with each other. - Play the recording a second time for pairs to check their answers.
Outcome	<p>1. Ss can guess the vocabulary in context.</p> <p>2. Key: 1. It's a turkey. 2. Thanksgiving.</p>

Activity 4 : Listening for specific information (5 minutes)

Goal	The activity aims at helping Ss develop the skill of listening for specific information.																										
Input	<div>3 : Listen again and decide if the statements are true (T) or false (F)</div> <table><thead><tr><th></th><th>T</th><th>F</th></tr></thead><tbody><tr><td>1. Only people from the USA celebrate Thanksgiving.</td><td></td><td></td></tr><tr><td>2. People celebrate it on the third Thursday of November.</td><td></td><td></td></tr><tr><td>3. Family members and friends usually gather to have a feast.</td><td></td><td></td></tr><tr><td>4. In his family, only adults prepare the feast.</td><td></td><td></td></tr><tr><td>5. Cornbread is one of the traditional dishes.</td><td></td><td></td></tr><tr><td>6. After the feast, they play board games.</td><td></td><td></td></tr></tbody></table>							T	F	1. Only people from the USA celebrate Thanksgiving.			2. People celebrate it on the third Thursday of November.			3. Family members and friends usually gather to have a feast.			4. In his family, only adults prepare the feast.			5. Cornbread is one of the traditional dishes.			6. After the feast, they play board games.		
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Procedure	<div>- Have Ss look at the statements and ask them how to do this exercise.</div> <div>- Give Ss some strategies to do the exercise: reading the sentences, underlining the key words, listening to the recording paying attention to the key words, deciding if each sentence is true or false.</div> <div>- Play the recording twice for Ss to listen.</div> <div>- Have Ss to share their answers with the partner.</div>																										
Outcome	Key 1. F	2. F	3. T	4. F	5. T	6.T																					

Activity 5: Brainstorming ideas for the writing (5 minutes)

Goal	The activity aims at helping Ss prepare ideas for their writing.
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Input	<p>4: Think about a festival that your family usually celebrates. Fill in the blanks with your answers.</p> 
Procedure	<ul style="list-style-type: none"> - Have Ss to make notes about the festival. - Ask Ss to share their notes with their partner.
Outcome	<p>What festival is it? – Mid Autumn Festival.</p> <p>What food does your family eat? – Moon cakes, autumn fruits.</p> <p>When do you celebrate it? – In the middle of the eighth lunar month.</p> <p>What activities does your family do? – Watch lion dances and eat mooncakes.</p> <p>Do you like the festival? Why or why not? - Yes, it was funny and meaningful.</p>

Activity 6: Write a paragraph about the festival. (10 minutes)

Goal	The activity aims at helping Ss practice writing an email about the festival.
Input	Write an email of about 70 words about the festival. Use the notes in 4.
Procedure	<ul style="list-style-type: none"> - Have Ss write an email individually based on the information in their table. - Ask one student to write his or her email on the board. Other Ss and T comment on an email on the board. - Then T collects some to correct at home.

Outcome	1. Ss can write an email about the festival. 2. Expected answer:
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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- Project.

***EVALUATION:**

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Week: 25
Period: 75
Date of teaching: 8/3/2025

UNIT9: FESTIVALS AROUND THE WORLD

Lesson 1: UNIT9: PROJECT

Timing: 1 period (45 minutes)

I. Objectives

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

a. Skills:

Speaking: talk about festivals

Write: write a paragraph about a new festival

b. Language:

Vocabulary: use some vocabulary about festivals

Grammar: use the present simple tense to write a paragraph about a new festival

2. Competence

Students can write a paragraph about a new festival and present it in front of the class

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

Project presentation (40 minutes)

Goal	The activity aims at presenting a project about a new festival.																		
Input	<div></div> <div><p>GROUP DIVISION</p><p><i>(Here are report samples (samples 1, 2, 3, 4) teacher can use to guide students to work well and check their work)</i></p><p>Group: Secondary school: Class:</p><table><tr><th>Group members' full names</th><th>Responsibilities</th><th>Contents need doing</th><th>Time to finish</th></tr><tr><td></td><td></td><td></td><td></td></tr></table><p>GROUP'S TIME</p><p>THE SCHEDULE OF THE GROUP, GROUP MEETING, PLANNED REPORT DATE WITH TEACHER</p><p>The title of the project: Group: Secondary school: Class: Full name:</p><table><tr><th>Time</th><th>What you did</th><th>Who you work with</th><th>Where</th><th>Group evaluation</th></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table></div>	Group members' full names	Responsibilities	Contents need doing	Time to finish					Time	What you did	Who you work with	Where	Group evaluation					
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Time	What you did	Who you work with	Where	Group evaluation															

INDIVIDUAL REPORT

The title of the project:
Group:
Secondary school: Class:
Full name:

Time	What to do	Work with whom	Where	Self- evaluation

TEACHER'S REPORT


Secondary school:
Class:

Student	Project's title	Problems students find unclear	Teacher's answers

GROUP'S ATTENDANCE ASSESSMENT FORM

Group:
Class:

Order	Criteria	Marks				Comments and evaluation
		3	2	1	0	
1	Define the tasks of the project.					
2	Assign detailed tasks to group members.					
3	Plan for expense used for the project.					
4	Individuals and group members complete the assigned tasks.					
5	Create an effective product.					
6	Complete and fill in the study reports of the projects.					
7	Present the reports clearly, fluently, interestingly.					
8	Students present the projects clearly, coherently, show their knowledge applied in doing the projects.					

Procedure	<p>- Ask Ss to read the instructions. Make sure they understand what to do. Ask Ss to work in groups to do the project. Ss may draw their own pictures to decorate their poster or find suitable photos for it.</p> <p>- Remember to have the ‘show and tell’ session and vote for the best poster.</p> <p>- If time is limited, assign the project in earlier lessons such as in GETTING STARTED lesson. Make sure you guide them carefully and check their progress after each lesson. In the last lesson (LOOKING BACK), ask Ss to present their poster to the class.</p>
Outcome	<p>1. Example:La Tomatina</p>  <p>2. A referent writing:</p> <p>If you like tomatoes and food fights, you would love La Tomatina. Every year on the last Wednesday in August, there is a festival in the town of Bunol, Spain. At exactly 11:00 A.M., 30,000 people gather in the town square. A ham is placed at the top of a tall, greased pole. When the first person climbs up the pole and touches the ham, the festival begins. For two hours, the crowd throws tomatoes at each other. People are told to wear goggles and gloves for protection. They are also warned to squeeze the tomatoes before they throw them. This makes the food fight more messy, but less harmful. After the food fight is over, the streets are cleaned. People wander off to hear music and eat fresh food. The festival of La Tomatina has been happening in the little town in Spain since 1944. No one knows for sure how the first tomato food fight started. But the tradition lives on</p>

	, and every year thousands gather to throw tomatoes, listen to music , and enjoy themselves in the small, famous town of Bunol.
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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 complete the self-assessment table.
- Identify any difficulties, weak areas, and provide further practice.

Now I can ...	✓	✓✓	✓✓✓
<ul style="list-style-type: none"> • use the words related to hobbies and verbs of liking / disliking to talk about different hobbies. • pronounce the sounds /ə/ and /ɜ:/ correctly. • use the present simple tense. • talk about likes and dislikes. • read about a hobby. • talk about the benefits of hobbies. • listen about one's hobby. • write a paragraph about my hobby. 			

- Ask Ss to review unit 9 at home and prepare review 3.

*EVALUATION:

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DUYỆT CỦA TỔ TRƯỞNG

NGƯỜI SOẠN

Phạm Thị Tuyết Hoa

Nguyễn Thanh Huy

