**LESSON PLAN**

Week: ……

Period: ……

Date of teaching: …………………

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|  | **TEXTBOOK: FLUENCY PLUS 6**  **Unit 4: AMAZING FESTIVALS**  **Lesson 5 (pages 38-47)** |  |

**A. OBJECTIVES**

By the end of the lesson, students will be able to:

**1. Core competences**

- Talk about several festivals in Vietnam.

- Recognize and compare between 2 phonics (/ʊ/ and /uː/).

**2. General competences**

- *Communication and collaboration*:work in pairs/groups to discuss 2 festivals in Vietnam – Hung’s King Festival and Worm-killing Festival).

- *Problem-solving and creativity*: can talk about and listen to some activities in festivals and distinguish 2 phonics /ʊ/ and /uː/.

**3. Attributes**

- *Kindness:* help partners to complete learning tasks.

- *Diligence:* work hard to complete learning tasks.

- *Honesty:* tell the truth about feelings and emotions or play fair in games.

- *Responsibility:* appreciate kindness.

- *Leadership:* collaborate with teachers to enhance language skills.

**B. LANGUAGE FOCUS AND SKILLS**

**1. Vocabulary**

- *Vocabulary:* Words regarding festivals and activities.

**2. Skills:** Listening and speaking.

**C. RESOURCES AND MATERIALS**

- Student book – pages 38 - 47

- Audio: Track 4.06 and 4.07

- Teacher’s Guide

- Computer, projector, ….

**\*Culture notes:** Students can show how to do the actions well.

**D. LEARNING EXPERIENCES**

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| **Teacher’s activities** | **Students’ activities** | **PowerPoint** |
| **WARM-UP/REVIEW**  ***Objective:*** *To help students feel energetic before the lesson.* | | |
| **\*Greeting**  - Greet the students:  *“Hello, how are you?”*  *“I’m fine, thank you. Please sit down.”*  - Set the class rules.  *1. Be quiet.*  *2. Listen to teachers.*  *3. Raise your hand.*  *4. Have fun.*  **\*Lead-in questions**   * The teacher divides students into small groups and asks them to think about what they know about Tet Holiday (Lunar New Year). * The teacher makes sure that students do not open their textbooks, and encourages them to discuss and brainstorm ideas.   *Questions:*   1. Do you know which festival is it? 2. What activities do you and your family do before New Year? 3. What activities do you and your family do during New Year? | - Greet the teachers.  - Play the game. | - Slide 2 |
| 🡪**Expected outcomes and assessment**  - *Task completed with excellence:*Students can answer all the lead-in questions fluently.  - *Task completed:* Students have some ideas to answer the lead-in questions.  - *Task uncompleted:* Students have no clues to answer the lead-in questions. | | |
| **PRESENTATION**  ***Objective:*** *To learn some new vocabulary and structures to talk about festivals.* | | |
| **\*Exercise 1: Work in pairs. Read the activities below and tick (🗸) those you often do on Tet holiday. Then talk about your last Tet holiday**  Use pictures/ simple definitions (if necessary) to introduce New Year activities that Vietnamese people usually do on Tet (Lunar New Year)   * + Clean the house   + Buy peach blossom, apricot blossom, kumquat tree, orchid, etc.   + Prepare a five-fruit tray   + Buy new clothes   + Visit relatives   + Worship the ancestors   + Receive lucky money   + Go to the pagoda   + Go to the spring market   Ask students to tick (🗸) activities that they often do on Tet holiday.  Allow students to open their student books , repeat these phrases, and tick the activities they usually do on Tet.  **\*Exercise 2: Listen and complete the conversation. Then practice with your partner.**   * Allow students time to read through the conversation between Tony and Mai talking about Hung Kings’ festival and the gapped dialogue. * Ask them to think about what word can be in the blanks. * Play the audio at least twice for students to listen and complete with the key phrases. Check answers with the class.   **\*Exercise 3: Work in pairs. Ask and answer about Mid-Year Festival (Worm-killing Festival) in Viet Nam using the clues below.**   * Ask students if they have ever heard about the Mid-year festival (usually called the Worm-killing festival) or if they know anything about this kind of festival. * Invite some students to give ideas. * Have students look at exercise 3, page 43 to find out some information about the Mid-year festival by answering these questions below:  1. When does Mid-year Festival take place? 2. What do people celebrate this festival for? 3. What are some traditional foods at this festival? 4. What do people do at this festival? 5. Do you like Mid-year Festival? Why/Why not? | - Follow the teacher’s instruction  - Do the exercise  - Read the conversation and guess the words  - Listen and do the exercise  - Listen to the teacher’s questions and answer  - Work individually or in pairs to answer 5 questions | - Slide 3  - Slide 10  - Slide 11  - Slide 12  - Slide 13  - Slide 15 |
| 🡪**Expected outcomes and assessment**  - *Task completed with excellence:*Students can remember and talk clearly about Hung’s King Festivals and Mid-year Festival with some usual activities.  - *Task completed:* Students can talk about many activities that often seen in festivals.  - *Task uncompleted:* Students can’t talk about a festival and some of its activities. | | |
| **PRACTICE**  ***Objective:*** *To distinguish the sounds /ʊ/ and /uː/. Be able to pronounce them correctly.* | | |
| \***Exercise 4: Listen to the words and sounds. Then listen and repeat.**   * This exercise is about the sounds /ʊ/ and /uː/. * It gives examples of common words that the teacher can use to help students improve their pronunciation of the vowel sounds /ʊ/ and /uː/. * The teacher shows the minimal pair as an example and pronounces them directly. Pay attention to your lips and tongue and explain the differences. * Sample minimal pairs: pull - pool   **\*Exercise 5: Read the sentences. Underline the words that have the sound /ʊ/ and circle the words have the sound /uː/.**   * Have all students read the sentences. * Underline the letter that has the sound /ʊ/ and circle the letter that has the sound /uː/.   **\* Exercise 6: Write and say the words.**   * The teacher reveals the spellings of English words. * Students read these spellings and try to guess the right words. * Check the answers. | - Listen and repeat.  - Do the exercise.  - Do the exercise. | - Slide 17  - Slides 18  - Slide 19 |
| 🡪**Expected outcomes and assessment**  - *Task completed with excellence:*Students can pronounce correctly 2 sounds and have all correct answers.  - *Task completed:* Students can compare between 2 sounds and have the most correct answers.  - *Task uncompleted:* Students pronounce wrongly 2 sounds and are unable to do the exercises. | | |
| **PRODUCTION**  ***Objective:*** *To let students be able to count by tens from 10 - 100.* | | |
| **\*Extra activity: Presentation about a Festival**   * Divide the class into 4 groups. * Invite one student to represent each group to choose a number (each number contains one festival) * Ask the questions to help students have more ideas. * Have students work in their groups and present about the festival (let them make a poster if possible) | - Be divided and put into 2 teams.  - Do the activity. | - Slide 20 |
| 🡪**Expected outcomes and assessment**  - *Task completed with excellence:*Students can work in groups and present the festival smoothly.  - *Task completed:* Students can work in groups and tell some information about the festival.  - *Task uncompleted:* Students can’t say anything about the festival. | | |
| **SUMMARY / WRAP UP**  The teacher divides the class into 2 groups.  The teacher shows a slide of 9 activities that people often do on Tet holiday, then chooses 1 student from each group. Ask the 2 students to turn their backs to the board. The teachers open a number to show an activity, and the students try to explain the word to 2 students who are standing on the board. Whoever has the answer first will get 1 point. At the end of the game, the team that has more points is the winning team. | | |
| **REFLECTION**  .............................................................................................................................................  .............................................................................................................................................  .............................................................................................................................................  ............................................................................................................................................. | | |