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| **School: ………………………………………..** | **Date: ………………………………..** |
| **Class: …………………………….....................** | **Period: ………………………….........** |

**UNIT 8: FESTIVALS AROUND THE WORLD**

**Lesson 1.2 - Grammar (page 61)**

**I. OBJECTIVES**

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

**1.1. Language knowledge and skills**

- listen to and understand a short conversation of 2 people asking and answering about the time of a festival.

- use Future Simple correctly.

- talk about a festival. (time, activities, what to see, what to hear, …).

**1.2. Competences**

- improve speaking, listening skills.

- improve the use of English.

**1.3. Attributes**

- be active to take part in outdoor activities.

- respect cultures of other countries in the world.

**II. TEACHING AIDS AND LEARNING MATERIALS**

**1. Teacher’s aids:** Student book and Teacher’s book, class CDs, Digital Book (DCR phần mềm tương tác SB, DHA (từ vựng/ cấu trúc) phần mềm trò chơi tương tác), projector/interactive whiteboard / TV (if any), PowerPoint slides, handouts.

**2. Students’ aids:** Student’s book, workbook, notebook, handouts.

**III. ASSESSMENT EVIDENCE**

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| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - Listen and repeat. | - Ss’ performance. | - T’s feedback. |
| - Study the grammar box. | - Ss’ answers/ presentation. | - T’s feedback. |
| - Fill in the blanks with the Future Simple. | - Ss’ answers. | - T’s feedback/Peers’ feedback. |
| - Circle the correct words. | - Ss’ answers. | - T’s feedback/Peers’ feedback. |
| - Speak: Ask and answer about the next Up Helly Aa using the prompts below. | - Ss’ answers/ presentation. | - T’s observation, T’s feedback/Peers’ feedback. |

**IV. PROCEDURES**

**A. Warm up: (5’)**

**a) Objective:** Introduce the new lesson and set the scene for Ss to acquire new language; get students' attention at the beginning of the class by enjoyable and short activities as well as to engage them in the follow-up steps.

**b) Content:** Review words about festival / Introduce: The fire festival in Lerwick, Scotland: Up Helly Aa.

**c) Expected outcomes:** Ss review old words which are very useful for them in the new lesson.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| * **Option 1: Jumbled words**   - Have Ss close books and notebooks.  - Have Ss unscramble the letters to make words and phrases.  - Call Ss to give answers.  - Check Ss’ answers, give feedback.  - Have Ss make sentences, using the words they have just made.  - Lead to the new lesson.  **\*Illustration:**     * **Option 2: The fire festival in Lerwick, Scotland: Up Helly Aa**   - Have Ss close all books and notebooks.  - Let Ss watch a video clip aboutthe fire festival in Lerwick, Scotland: Up Helly Aa, which they are going to read in the new lesson.  - Ask Ss:  *1 What do you know about this festival?*  *2 What do you think about this festival?*  - Call Ss to give answers.  - Give feedback.  - Lead to the new lesson.  **\*Illustration**  **Suggetsed link:** *https://www.youtube.com/watch?v=3oXSdNZ0R1I* | **-** Close books and notebooks.  - Work in pairs.  - Give answers.  - Make sentences.  **Answers keys**  *1. hot -air balloon*  *2. bonfire*  *3. sculpture*  *4. (eating) competition*  *5. lantern*  *6. race*  - Close books and notebooks.  - Watch a video clip aboutthe file festival in Lerwick, Scotland: Up Helly Aa.  - Give answers.  - Listen and write the new lesson. |

**B. New lesson (35’)**

* **Activity 1: Presentation (10’)**

**a) Objective:** Introduce: *Future Simple.*

**b) Content:**

**-** Listen and repeat.

**-** Introduce the grammar points.

**c) Expected outcomes:** Ss know the new grammar points “*Future Simple”* and use them in some exercises that follow.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task a. Listen and repeat.**  - Have Ss look at the picture using DCR.  - Play audio (CD2 – Track 02) and have Ss listen and read the speech bubbles.  - Play the audio again and have Ss listen and repeat.  **Grammar box**   * **Option 1:**   - Have Ss look at the grammar explanation and read: *Future Simple.*    - Have Ss read the examples:    - Explain more about “*Future Simple”* andits form, usage.  - Ask Ss to make more sentences using “*Future Simple”.*  - Give feedback and evaluation.   * **Option 2:**   - Have Ss look at the sentences in the speech bubbles in Task a and read them again.    - Have Ss make comments on the words in bold (It’ll)  - Ask Ss some questions:  *1 What does “* ***’ll****” stand for?*  *2 When is the festival in the conversation? In the past, present or in the future?*  - Call Ss to give answers.  - Give feedback.  - Then, lead to the grammar box, briefly explain the way to use “*Future Simple”.*  - Have Ss read the grammar box and examples.      - Ask Ss to make more sentences using “*Future Simple” .*  - Give feedback and evaluation. | - Look.  - Listen, then read.  - Listen and repeat.  - Look and read.  - Read examples of different forms.  - Listen and take notes.  - Give more examples.  - Look and read.  - Comment.  **Expected answers**  *1. It stands for “will” (abbreviation of will)*  *2. In the future*  - Read.  - Give more examples.  - Listen. |

* **Activity 2: Practice (19’)**

**a) Objective:** Students can use “*Future Simple”* to do the given exercises.

**b) Content:**

- Fill in the blanks with the Future Simple.

- Circle the correct words.

**c) Expected outcomes:** Students can get used to the usage of “*Future Simple”* and use them correctly.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task b. Fill in the blanks with the Future Simple.**  - Demonstrate the activity on DCR, using the example.  - Have Ss fill in the blanks with the Future Simple.  - Have Ss work in pairs to check each other’s work.  - Have some Ss share their answers with the whole class.  - Give feedback, correct Ss’ answers if necessary.  **Task c.** **Circle the correct words.**  - Demonstrate the activity using the example.  - Have students circle the correct words.  - Have pairs check each other's work.  - Have some students share their answers with the class. | - Look and listen.  - Work individually.  - Work in pairs.  - Write answers.  **Answer keys**    - Look and listen.  - Work individually.  - Work in pairs.  - Read answers, explain.  **Answer keys** |

* **Activity 3: Production (6’)**

**a) Objective:** Students master the grammar points they study in the lesson.

**b) Content:**  Speaking: Ask and answer about the next Up Helly Aa using the prompts below.

**c) Expected outcomes:** Ss produce the new language successfully, and they can use the grammar point in the lesson in everyday speaking and writing.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task d. In pairs: Ask and answer about the next Up Helly Aa using the prompts below.**    - Divide class into pairs.  - Have Ss take turns asking their partner about the luggage. Use the prompts.  - Have some pairs demonstrate the activity in front of the class.  - Give feedback and evaluation. | - Have conversation in pairs.  - Present.  - Listen. |

**C. Consolidation and homework assignments (5’)**

**\* Consolidation: *The Future Simple***



**\* Homework:**

- Make 2 sentences using the Future Simple.

- Do the exercises in WB: Lesson 1 – Grammar & Writing (page 45).

- Complete the grammar notes in Tiếng Anh 7 i-Learn Smart World Notebook (page 49).

- Play consolation games in Tiếng Anh 7 i-Learn Smart World DHA App on [www.eduhome.com.vn](http://www.eduhome.com.vn)

- Prepare: Lesson 1.3 – Pronunciation and Speaking (page 62 – SB).

**D. Reflection**

a. What I liked most about this lesson today:

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1. What I learned from this lesson today:

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c. What I should improve for this lesson next time:

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