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

**UNIT 8: FESTIVALS AROUND THE WORLD**

**Lesson 1.3 – Pronunciation and Speaking (page 62)**

**I. OBJECTIVES**

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

**1.1. Language knowledge and skills**

- distinguish and put stress on the syllable before *“consonant + -ian*” in nationalities ending in *“-ian*”.

- ask and answer about festivals (name, time, venue, activities, ticket prices).

- plan a festival (name, location, date, activities and performers, ticket prices).

**1.2. Competences**

- improve listening and speaking skills.

**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, paper, colored pencils (crayons), rubbers.

**III. ASSESSMENT EVIDENCE**

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| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - Listen to the words and focus on the underlined letters. | **-** Ss’ performance and answers. | - T’s observation. |
| **-** Listen and cross out the word that doesn’t follow the note in “a”. | - Ss’ answers. | - T’s feedback/Peers’ feedback. |
| - Read the words with the stress noted in “a” with a partner. | **-** Ss’ performance. | - T’s feedback/Peers’ feedback. |
| - Practice the conversation. Swap roles and repeat. | **-** Ss’ performance. | - T’s feedback/Peers’ feedback. |
| - You're planning a new festival for your town. In pairs: Discuss and fill in the table with the details of your festival. | - Ss’ performance /  Presentation. | - T’s observation, T’s feedback/Peers’ feedback. |
| - Join two other pairs. Tell them about your festival and discuss to choose the best festival. | - Ss’ performance /  Answers. | - 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:** Vocabulary: Nationalities ending in *“-ian*” / Names of some festivals in the world.

**c) Expected outcomes:** Ss remember old knowledge and use them in other speaking activities.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| * **Option 1: Cool pair matching: Nationalities ending in *“-ian*”**   - Have Ss close all books.  - Have Ss take part in the game: Cool pair matching (Find 6 pairs: pictures and nationalities).  - Have Ss read answers.  - Check Ss’ answers, give feedback.  - Lead to the new lesson: *How to put stress on nationalities ending in “-ian”.*  **\*Illustration:**    **Option 2: Names of some festivals in the world.**  - Divide class into 4-5 groups.  - Have Ss in each group discuss and write names of some festivals in the word they know (in 2 minutes).  - Have Ss write answers on the board.  - Check Ss’ answers.  - The group which has the most correct answers will be the winner. (T also checks spelling).  - Announce the winner and give a small present.  - Lead to the new lesson.  *.* | **- C**lose all books.  - Work in groups or pairs, then give answers.  **Answer keys**    - Form groups.  - Work in groups to take part in the game.  *-* Write answer on the board.  - Listen.  **\*Suggested festivals around the words**  **-** *Diwali*  *- Lunar New Year*  *- Water Festival*  *- Rock in Rio*  *- Burning man*  *- Cannes Film Festival*  *- La Tomatina Festival*  *- Gilroy Garlic Festival*  *…* |

**B. New lesson (35’)**

* **Activity 1: Pre-Speaking: Pronunciation (8’)**

**a) Objective:** Introduce: stress on the syllable before *“consonant + -ian*” in nationalities ending in *“-ian*”.

**b) Content:**

**-** recognize: stress on the syllable before *“consonant + -ian*” in nationalities ending in *“-ian*”.

**-** listen and check, cross out the word that doesn’t follow the note in “a”.

- practice.

**c) Expected outcomes:** Ss distinguish and put *stress* on the syllable before *“consonant + -ian*” in nationalities ending in *“-ian*” in their speaking.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task a + b. Listen to the words and focus on the underlined letters.**  - Play the recording (CD2, track 03) using DCR.  - Ask Ss to listen and focus on the underlined letters.  - Play the recording again, have Ss listen and repeat with a focus on the stress feature.  **Task c + d. Listen and cross out the word that doesn’t follow the note in “a”.**  - Play the recording (CD 2 – Track 04), have Ss listen and cross out the option that doesn’t follow the note in “a”.  - Call Ss to give answers.  - Play the recording again and check answers as a whole class using DCR.  - Give feedback and evaluation. | - Listen.  - Listen again and repeat.  - Listen and give answers.  **Answer keys** |

* **Activity 2: While-speaking (22’)**

**a) Objective:** Students can talk about festivals.

**b) Content:**

- Practice the conversation. Swap roles and repeat.

- You're planning a new festival for your town. In pairs: Discuss and fill in the table with the details of your festival.

- Join two other pairs. Tell them about your festival and discuss to choose the best festival.

**c) Expected outcomes:** Ss produce the new language successfully.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **PRACTICE**  **\* Practice the conversation. Swap roles and repeat.**  - Demonstrate the activity by practicing the role-play with a student.  - Divide the class into pairs.  - Have pairs practice the conversation.  - Swap roles and repeat using the ideas on the right.  - Observe, give help if necessary.  - Have some pairs demonstrate the activity in front of the class.  - Give feedback and evaluation.  **SPEAKING: The Best Festival**  **Task a. You're planning a new festival for your town. In pairs: Discuss and fill in the table with the details of your festival.**  - Demonstrate the activity by practicing the role-play with a student.  - Divide the class into pairs.  - Have students discuss and fill in the table with the details of their festivals.  - Observe, give help if necessary.  - Have Ss share their answers in front of the class.  **Task b. Join two other pairs. Tell them about your festival and discuss to choose the best festival.**    - Have students join two other pairs.  - Have pairs take turns talking about their festivals.  - Have students discuss to choose the best festival.  - Have some groups share their ideas with the class. | - Observe, listen.  - Work in pairs.  - Present.  - Observe and listen.  - Work in pairs.  - Discuss and fill in the table with the details of their festivals.  - Present.  **Examples**    - Work in pairs.  - Choose the best festival.  - Present. |

* **Activity 3: Production (5’)**

**a) Objective:** Students relax after the lesson.

**b) Content:**  Logo design.

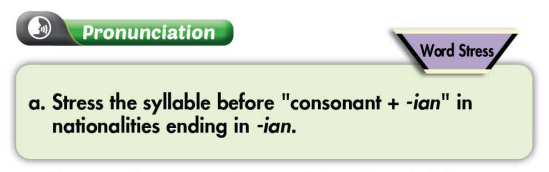
**c) Expected outcomes:** Ss produce the new language successfully in everyday speaking and writing and develop their drawing skill.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Extra activity: Draw logo**  - Have Ss work in groups, choose a festival among those they have just discussed and design a logo for this festival.  - Have Ss hang their logo on the board.  - Check Ss’ drawings and give feedback.  - Have class vote for the best logo.  - Announce the winner. | - Choose a festival and design a logo.  - Show products.  - Listen. |

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

**\* Consolidation:** *How to put stress on nationalities ending in “-ian”?*



**\* Homework:**

- Practice: stress on the nationalities ending in “-ian”.

- Find more nationalities ending in “-ian”.

- Prepare: Unit 8 - Lesson 2.1 – New words and Listening (page 63 – SB).

- Review the vocabulary and grammar notes in Tiếng Anh 7 i-Learn Smart World Notebook

(pages 48 & 49).

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

**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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