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| **School: ………………………………………..** | **Date:……………………………………..** |
| **Class: …………………………….....................** | **Period: 37** |

**UNIT 3: ART AND MUSIC**

**Overview (Pages 44, 45)**

**1. Objectives**

By the end of this lesson, students will be able to…

**1.1. Language knowledge/ skills**

- learn and use vocabulary for appearance: *watch film premieres, see traditional dance performances, find second-hand books, see art exhibitions, see live performances of popular groups.*

- improve listening skills and pronunciation by practising listening with new words.

- recall the expressions making suggestions.

- act out a dialogue to make suggestions.

**1.2. Competences**

- improve Ss’ communication, collaboration and critical thinking skills.

**1.3. Attributes**

- develop their patriotism, kindness and honesty.

**2. Teaching aids and materials**

**- Teacher’s aids:** Student’s book and Teacher’s book, class CDs, IWB – Phần mềm tương tác trực quan, projector / interactive whiteboard /TV (if any), PowerPoint slides.

**- Students’ aids:** Student’s book, Workbook, Notebook.

**3. Assessment Evidence**

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| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - Look at the pictures and guess the key word.  - Listen and repeat and answer the questions.  - Listen and choose the best answer.  - Talk about festivals and make suggestions, accept/refuse*.* | **-** Ss’ answers.  - Ss’ answers/ performance.  - Ss’ answers.  - Ss’ presentation/ performance. | - Observation.  - Observation.  - Observation.  - Observation. |

**4. Procedures**

**A. Warm up: 5 minutes**

a. Objectives: to brainstorm the topic and review the vocabulary related *festivals and activities.*

b. Content: a guessing game.

c. Expected outcomes: Ss can recall some vocabulary for *festivals and activities.*

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Look at the pictures and guess the key word.**      - Ask Ss to close their books.  - Show and elicit the pictures and ask Ss to guess the key word.  - Check Ss’ answer. | - Close their books.  - Look at the pictures and guess the key word.  ***Answer key:***  *Festivals* |

**B. Presentation: 10 minutes**

a. Objectives: to present vocabulary for *festivals and activities*.

b. Content: tasks 1, 2.

c. Expected outcomes: Ss can remember and use vocabulary for *festivals and activities.*

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| Task 1. **Listen and repeat. Which of the festivals in the pictures is a** *book festival***?** *folk festival***?** *film festival***?** *art festival***?** *music festival?*  **Tell the class.**  *Edinburgh Art Festival is an art festival.*  - Ask Ss to look at the pictures and read the types of festivals in the list. Then read out the example.  - Give Ss time to match them.  - Ask various Ss around the class to share their answers with the rest of the class.  - Check Ss’ answers (using the IWB). | - Look at the pictures and read the types of festivals in the list.  - Read the example.  - Match them.  - Share their answers with the rest of the class.  ***Answer Keys:***  *1 The London Film Festival is a film festival.*  *2 The Hay Festival is a book festival.*  *3 Glastonbury Festival is a music festival.*  *4 The Dalriada Festival is a folk festival.* |
| Task 2. **Listen and repeat. Which of the activities in the list can you do at the festivals in the pictures? Write sentences in your notebook.**  - Ask Ss to read the list of activities. Explain/ Elicit the meanings of any unknown words and read out the example.  - Then give Ss time to make similar sentences.  - Ask various Ss around the class to share their answers with the rest of the class.  - Check Ss’ answers (using the IWB).  - Play the video for Ss and elicit their comments. | - Read the list of activities and listen to the teacher.  - Make similar sentences.  - Share their answers with the rest of the class.  ***Answer Keys***  *At the London Film Festival, you can watch film premiers.*  *At the Hay Festival, you can find secondhand books.*  *At Glastonbury Festival, you can see live performances of popular groups.*  *At the Dalriada Festival, you can see traditional dance performances.* |

**C. Practice: 15 minutes**

a. Objectives: to help Ss listen for specific information.

b. Content: task 3.

c. Expected outcomes: Ss can listen and choose the correct answers; improve their listening skills.

d. Organization:

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| **Teacher’s activities** | **Students’ activities** |
| Task 3. **Listen to Tom’s message to Mary. For questions (1-3), choose the correct answer (A, B or C).**  - Explain the task and give Ss time to read the questions and answers.  - Play the recording, twice if necessary.  - Check Ss’ answers (using the IWB).  (You can play the recording with pauses for Ss to check their answers). | - Read the questions and answers.  - Listen and complete the task.  ***- Answer keys:***  *1. C 2. B 3. A* |

**D. Production: 10 minutes**

a. Objectives: to help Ss use the language and information in the real situation.

b. Content: Task 4.

c. Expected outcomes: Ss can listen and talk about festivals and make suggestions, accept/refuse.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| Task 4. **A friend wants to attend one of the festivals in the pictures. Suggest one to him/her. Use your answers in Exercises 1 and 2 to give him/her information about it as in the example.**  - Read out the ***Making suggestions - Accepting/Refusing*** box. Explain the task using IWB and ask two Ss to read out the example dialogue.  - Ask Ss to talk in pairs and make suggestions, accept/ refuse in relation to the festivals in the pictures.  - Monitor the activity around the class and then ask some pairs of Ss to share their answers with the class. | **- Read the Note! Box.**  - Read out the example dialogue.  **- T**alk in pairs and make suggestions, accept/ refuse in relation to the festivals in the pictures.  ***Suggested Answer:***  *A: Why don’t we visit the Hay Festival?*  *B: What kind of festival is it?*  *A: It’s a book festival.*  *B: Where and when does it take place?*  *A: In Hay-on-Wye in Wales in May and June.*  *B: What activities can you do there?*  *A: You can find second-hand books.*  *B: It’s not my cup of tea.*  *A: Why don’t we visit the London Film Festival?*  *B: What kind of festival is it?*  *A: It’s a film festival.*  *B: Where and when does it take place?*  *A: In London in October.*  *B: What activities can you do there?*  *A: You can watch film premiers.*  *B: I think I’ll give it a miss.*  *A: How about going to Glastonbury Festival?*  *B: What kind of festival is it?*  *A: It’s a music festival.*  *B: Where and when does it take place?*  *A: In Pilton in England in June.*  *B: What activities can you do there?*  *A: You can see live performances of popular groups.*  *B: I’d love to go.*  *A: Why don’t we visit the Dalriada Festival?*  *B: What kind of festival is it?*  *A: It’s a folk festival.*  *B: Where and when does it take place?*  *A: In Northern Ireland in July.*  *B: What activities can you do there?*  *A: You can see traditional dance performances.*  *B: You can count me in.* |

**E. Consolidation and homework assignments: 5 minutes**

**-** Vocabulary: *watch film premieres, see traditional dance performances, find second-hand books, see art exhibitions, see live performances of popular groups.*

- Do the exercises in workbook on page 26.

- Do the vocabulary exercise in TA7 Right On! Notebook pages 18, 19.

- Prepare the next lesson: Reading 3a (page 46).

**5. Reflection**

a. What I liked most about this lesson today:

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b. 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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