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

**UNIT 6: EDUCATION**

**Lesson 2.3 – Pronunciation and Speaking (page 49)**

**I. OBJECTIVES**

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

**1.1. Language knowledge and skills**

- distinguish and put stress on intensifiers for emphasis correctly.

- talk about feelings.

- act out the situations for partners to guess how they feel and give reason.

**1.2. Competences**

- improve listening and speaking skills.

**1.3. Attributes**

- overcome studying pressure and negative feelings.

- have a balance between studying and relaxing.

**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, pens, pencils, crayons.

**III. ASSESSMENT EVIDENCE**

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| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - Listen to the sentences and focus on the underlined word. | **-** Ss’ performance and answers. | - T’s observation. |
| **-** Listen and cross out the sentence that doesn’t follow the note in “a”. | - Ss’ answers. | - T’s feedback/Peers’ feedback. |
| - Read the sentences with the sentence stress noted in “a” to a partner. | **-** Ss’ performance. | - T’s feedback/Peers’ feedback. |
| - Practice the conversation. Swap roles and repeat. | **-** Ss’ performance. | - T’s feedback/Peers’ feedback. |
| - Practice with your own ideas. | **-** Ss’ performance. | - T’s feedback/Peers’ feedback. |
| - You're at school and want to know why your friend feels good or bad. In pairs: Take turns acting out the situations in the pictures while your partner guesses how you feel and why | - Ss’ performance /  Presentation. | - T’s observation, T’s feedback/Peers’ feedback. |
| - Join another pair and a play again using your own ideas. | - Ss’ performance /  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: Intensifiers / Review words about feelings in studying.

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

**d) Organization of the activity:**

|  |  |
| --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| * **Option 1: Error recognition**   - Give some sentences, have Ss read the sentences and circle a word / phrase in each sentence that needs correcting.  - Have Ss try to make the sentences right.  - Call Ss to read answers or write answers on the board.  - Give feedback.  - Lead to the new lesson:     * **Option 2: Review words about feelings in studying.**   - Have Ss close all books.  - Show 6 pictures, have Ss look at the pictures and use an adjective to describe the feeling of the person in each picture.  - Call Ss to give answers.  - Give feedback.  - Lead to the new lesson. | - Work in pairs, then give answers.  **Answer keys**  *1A: so happy*  *2A: is really*  *3C: She really wants to buy that dictionary.*  *4B: because*  - Close books.  - Observe and give answers.    **Answer keys**  *1 upset*  *2 surprised*  *3 annoyed*  *4 pleased*  *5 disappointed*  *6 delighted*  The answers may vary. |

**B. New lesson (35’)**

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

**a) Objective:** Introduce stress on intensifiers for emphasis.

**b) Content:**

**-** recognize: stress on intensifiers for emphasis.

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

- practice.

**c) Expected outcomes:** Ss distinguish and put stress on intensifiers for emphasis correctly in their speaking.

**d) Organization of the activity:**

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| --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task a + b. Listen to the sentence and focus on the underlined words.**  - Play the recording (CD1, track 66).  - Ask Ss to listen and focus on the stress of the underlined words.  - Play the recording again, have Ss listen and repeat with a focus on the stress feature.  **Task c + d. Listen and cross out the sentence that doesn’t follow the note in “a”.**  - Play the recording (CD 1 – Track 67), 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 feeling and express their feelings in studying.

**b) Content:**

- Practice the conversation. Swap roles and repeat.

- You're at school and want to know why your friend feels good or bad. In pairs: Take turns acting out the situations in the pictures while your partner guesses how you feel and why.

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

**d) Organization of the activity:**

|  |  |
| --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **PRACTICE**  **\* Task a. 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.  - Have some pairs demonstrate the activity in front of the class.  - Give feedback and evaluation.  **\* Task b. Practice with your own ideas.**  - Have students practice the conversation with their own ideas. Swap roles.  - Have some pairs demonstrate the activity in front of the class.  - Give feedback and evaluation.  **SPEAKING: What’s Up?**  **Task a. You're at school and want to know why your friend feels good or bad. In pairs: Take turns acting out the situations in the pictures while your partner guesses how you feel and why.**  - Demonstrate the activity by practicing the activity with a student.  - Divide the class into pairs.  - Have Ss take turns choosing one of the pictures and acting out the situation.  - Have the other student try to guess how they feel and why.  - Observe, give help if necessary. | - Observe, listen.  - Work in pairs.  - Swap the roles and repeat.  - Present.  - Work in pairs.  - Present.  - Observe and listen.  - Work in pairs.  - Do the task.  - Guess. |

* **Activity 3: Production (5’)**

**a) Objective:** Students can have a free talk about their feelings in studying.

**b) Content:**  Join another pair and play again using your own ideas.

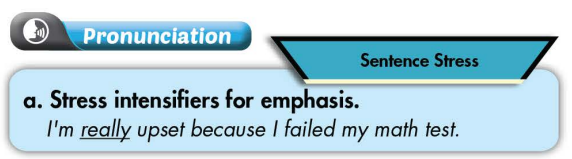
**c) Expected outcomes:** Ss produce the new language successfully in everyday speaking and writing.

**d) Organization of the activity:**

|  |  |
| --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **SPEAKING: What’s Up?**  **Task b. Join another pair and play again using your own ideas.**  - Have pairs join another pair and continue to act out.  - Have some pairs act out the situation in front of the class.  - Give feedback and evaluation. | - Join another pair and continue acting out the situation.  - Present. |

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

**\* Consolidation:** Stress on intensifiers for emphasis.



**\* Homework:**

- Practice: putting tress on intensifiers for emphasis.

- Review words about feelings.

- Prepare: Unit 6 - Lesson 3 –Listening and Reading (page 50 – SB).

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

(pages 38 & 39).

- 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:

…………………………………………………………………………………………

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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