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

**UNIT 4: COMMUNITY SERVICES**

**Lesson 2.3 – Pronunciation and Speaking (Page 33)**

**I. OBJECTIVES**

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

**1.1. Language knowledge and skills**

- distinguish and pronounce verbs in past form endings with “ed”.

- ask and answer about activities to help community in the past.

- talk about activities to help community in details.

**1.2. Competences**

- improve listening and speaking skills.

**1.3. Attributes**

- be active to take part in social activities.

- help other people.

**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.

**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 has the underlined part pronounced differently from the others. | - Ss’ answers. | - T’s feedback/Peers’ feedback. |
| - Read the words with the correct sound to a partner. | **-** Ss’ performance. | - T’s feedback/Peers’ feedback. |
| - Ask and answer. | **-** Ss’ performance. | - T’s feedback/Peers’ feedback. |
| - Practice with their own ideas. | **-** Ss’ performance. | - T’s feedback/Peers’ feedback. |
| - Fill in the table with details about what you did to help the community. Then, ask your partner about what they did and complete the table on the right. Swap the roles and repeat. | - 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: Past Simple of regular verbs.

**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: JUMBLED WORDS**   - Give Ss a list of verbs in the Simple Past with “ed” ending (the letters are not in correct order).  - Have Ss rearrange the letters to make a meaningful verb.  1.receclyd  2.toandde  3.siarde  4.lecadne  5.ledptan  - Call Ss to write answers on the board.  - Give feedback.  - Lead to the new lesson: How to pronoun verbs in the Simple Past with “ed” ending.   * **Option 2: Verbs with “ed” ending**   - Divide class into groups of 4.  - Set a limit time (about 2 minutes). Have Ss write as many as possible the verbs in past form ending with “ed”.  - Call Ss to write answers.  - Mark Ss’ answers.  - The group which has the most correct answers will be the winner.  - Lead to the new lesson. | - Work in pairs, then give answers.  **Answer keys**  *1. recycled*  *2. donated*  *3. raised*  *4. cleaned*  *5. planted*  - Listen.  - Work in pairs and write.    - Listen. |

**B. New lesson (35’)**

* **Activity 1: Pre-Speaking: Pronunciation (10’)**

**a) Objective:** Introduce different pronunciation /d/, /id/, /t/ of verbs ending “-ed”.

**b) Content:**

**-** recognize different pronunciation /d/, /id/, /t/ of verbs ending “-ed”.

**-** listen and check, find the word that has the underlined part pronounced differently from the others.

- practice.

**c) Expected outcomes:** Ss distinguish and use different pronunciation /d/, /id/, /t/ of verbs ending “-ed” correctly 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 (CD1, track 44) 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 pronunciation feature.  - Explain more about the way how to have different pronunciation /d/, /id/, /t/ of verbs ending “-ed”.  **1. The /id/ sound**  If the last letter of the word is spelled with D or T, the ED is pronounced as a separate syllable with an /id/ sound (it rhymes with *kid* and *lid*).   * wanted (sounds like "want-id") * waited * needed * folded   **2. The /t/ sound**  If the last consonant of the word is **voiceless**, then the ED is pronounced as a T. Be careful not to create an extra syllable or "id" sound.   * talked (sounds like "talk-t") * kissed (the S sound comes from the front of mouth so it would sound like "kiss-t") * parked * helped   NOTE: As an example, with the word "helped", if you say "help-id" as a two-syllable word, then it is very likely that people will NOT understand the word or what you are saying. (It is pronounced like "help-t").  **3. The /d/ sound**  If the last letter of the words ends in a **voiced** consonant (or sound), then the ED is pronounced like a D (without creating another syllable).   * played (sounds like "play-d") * closed (the S sounds like a vibrating Z so the word would sound like "cloz-d") * opened * lived   **Task c + d. Listen and cross out the word that has the underlined part pronounced differently from the others.**  - Play the recording (CD 1 – Track 45), have Ss listen and cross out the option that is pronounced differently from the others.  - Call Ss to give answers.  - Play the recording again and check answers as a whole class using DCR.  - Then have Ss practice saying the words with a partner, using the correct pronunciation feature.  - Call some Ss to read the words in front of the class.  - Ask Ss to find some more English words with an “ed” ending which contains /t/, /d/ and /id/ sound.  - Give feedback and evaluation. | - Listen.  - Listen again and repeat.  - Listen and take notes.  - Listen and cross out.  - Give answers.  - Listen again and check.  **Answer keys**    - Work in pairs.  - Read.  - Give answers. |

* **Activity 2: While-speaking (20’)**

**a) Objective:** Students can talk about activities to help community.

**b) Content:**

- Ask and answer.

- Your school went out to help the community. Fill in the table with details about what you did. Then, ask your partner about what they did and complete the table on the right. Swap roles and repeat.

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

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **PRACTICE**  **\* Ask and answer**  - Demonstrate the activity by asking and answering with a student.  - Have pairs ask and answer using the pictures and words in the box.  - Remind Ss to pay attention to the time expressions of the Simple Past.  - Have some pairs demonstrate the activity in front of the class.  **SPEAKING: Help The Community**  **Task a. Your school went out to help the community. Fill in the table with details about what you did. Then, ask your partner about what they did and complete the table on the right. Swap roles and repeat**  - Demonstrate the activity by practicing the activity with a student.  - Divide the class into pairs.  - Have students complete the table with information about what they did to help the community and ask their partner to complete the table on the right.  - Have Ss swap roles and repeat.  - Observe, give help if necessary. | - Observe, listen.  - Work in pairs.  - Present.  - Observe and listen.  - Work in pairs.  - Do the task.  - Swap roles and repeat. |

* **Activity 3: Production (5’)**

**a) Objective:** Students report to the class what they did to help the community.

**b) Content:**  Share with the class what they did to help the community.

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

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **SPEAKING: Help The Community**  **Task b. Share with the class.**  - Have students take a look at the table again, make any correction or adjustment if necessary.  - Have some Ss share their findings with the class.  - Give feedback and evaluation. | - Check the table.  - Present.  - Listen. |

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

**\* Consolidation:** How topronounce verbs in past form endings with “ed”.

**1. /t/: Verbs with ending sounds: /s/, /f/, /p/, /ʃ/, /tʃ/, /k/.**

E.g:

* Hoped /hoʊpt/
* Coughed /kɔːft/
* Fixed /fɪkst/

**2. /id/: Verbs with ending sounds: /t/ hay /d/.**

E.g:

* Wanted /ˈwɑːntɪd/
* Added /ædɪd/

**3. /d/ The other verbs**

E.g:

* Cried /kraɪd/
* Smiled /smaɪld/
* Played /pleɪd/

**\* Homework:**

- Practice pronouncing verbs with “ed” endings.

- Complete the table for those who haven’t finished it in class.

- Prepare: Unit 4 - Lesson 3 – Reading and Listening (page 34 – SB).

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

(pages 24 & 25).

- 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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