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

**UNIT 9: ENGLISH IN THE WORLD**

**Lesson 1.3 – Pronunciation and Speaking (page 70)**

**I. OBJECTIVES**

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

**1.1. Language knowledge and skills**

- distinguish and use /ð/ sound correctly.

- ask and answer about holiday plan *(where to go, where to stay, what to eat, what to do, where to visit).*

- make holiday plans.

**1.2. Competences**

- improve listening and speaking skills.

**1.3. Attributes**

- love studying English, love travelling.

- 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.

**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 sound noted in “a” with a partner. | **-** Ss’ performance. | - T’s feedback/Peers’ feedback. |
| - Ask and answer using the questions and the prompts. | **-** Ss’ performance. | - T’s feedback/Peers’ feedback. |
| - You're talking to your friend about your holiday plans. In pairs: Student B, turn to page 122, File 9. Student A, answer Student B's questions about Australia. Swap roles. Ask about Canada and complete the table. | - Ss’ performance / Presentation. | - T’s observation, T’s feedback/Peers’ feedback. |
| - Which city would be more interesting to visit? Why? | - 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:** Introduce /ð/ sound / Introduce London and Los Angeles.

**c) Expected outcomes:** Ss know some information that is useful for them in other speaking activities.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| * **Option 1: Introduce /ð/ sound: Chinese whisper**

- Divide class into 4-5 groups.- Have Ss in each group stand in a straight line.- Give a sentence, have the last student in each line. whisper this sentence to the student standing before; continue until the first student in the line can hear the sentence and write it on the board.- Check Ss’ answers.- The group which has the closest sentence to the original one will be the winner. (T also checks spelling.) - Announce the winner and give a small present.- Lead to the new lesson: /ð/ sound.**\*Suggested sentence:** *They want their fathers and mother take them to their fatherland.***Option 2: Introduce: London and Los Angeles**- T introduces London and Los Angeles, using pictures and questions.- Have Ss answer the questions to find the hidden cities behind the questions. There are 4 questions in each picture. - Have Ss answer the questions one by one to find out the name of the city.- Check Ss’ answers.- The student who has the correct answer from the very first clue will be the winner. - Announce the winner and give a small present.- Lead to the new lesson.***\*Illustration:******City 1:******City 2:*** | - Form groups.- Work in groups to take part in the game.*-* The first student of each line writes answer on the board.- Listen.- Find the hidden cities behind the questions- Listen.**Answer keys*****City 1: London******City 2: Los Angeles*** |

**B. New lesson (35’)**

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

**a) Objective:** Introduce: /ð/ sound.

**b) Content:**

**-** recognize: /ð/ sound.

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

- practice.

**c) Expected outcomes:** Ss distinguish and use /ð/ sound 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 14) 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 sound feature.**Task c + d. Listen and cross out the word that doesn’t follow the note in “a”.** - Play the recording (CD 2 – Track 15), 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 plan for a trip (*where to go, where to stay, what to eat, what to do, where to visit, …*).

**b) Content:**

- Ask and answer using the questions and the prompts.

- You're talking to your friend about your holiday plans. In pairs: Student B, turn to page 122, File 9. Student A, answer Student B's questions about Australia. Swap roles. Ask about Canada and complete the table.

**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 using the questions and the prompts.** - 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 in the table. - Observe, give help if necessary.- Have some pairs demonstrate the activity in front of the class.- Give feedback and evaluation.**SPEAKING: What an Amazing Trip!****Task a. You're talking to your friend about your holiday plans. In pairs: Student B, turn to page 122, File 9. Student A, answer Student B's questions about Australia. Swap roles. Ask about Canada and complete the table.**- Demonstrate the activity by practicing the activity with a student. - Divide the class into pairs. - Have Student B turn to page 122, File 9. - Have Student B ask Student A questions and complete the table. - Have students swap roles and repeat.- Observe, give help if necessary.- Have Ss pay attention to the tip:  | - Observe, listen.- Work in pairs.- Present.- Observe and listen.- Work in pairs.- Discuss and complete the table. |

* **Activity 3: Production (5’)**

**a) Objective:** Students report the results.

**b) Content:**  Which city would be more interesting to visit? Why?

**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** |
| **Task b. Which city would be more interesting to visit? Why?**- Have students discuss in pairs which city would be more interesting to visit. - Have some students share their findings with the class.**-** Give feedback and evaluation. | - Discuss in pairs.- Present.  |

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

**\* Consolidation:** Some sords with /ð/ sound: *they, them, then, this, that, these, those, father, mother, weather, breathe, other, either, whether, then, although, brother, southern.*

**\* Homework:**

- Practice: reading /ð/ sound.

- Find more words with /ð/ sound.

- Prepare: Unit 9 - Lesson 2.1 – New words and Listening (page 71 – SB).

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

 (pages 54 & 55).

- 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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