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

**UNIT 7: TEENS**

**Lesson 1.3 – Pronunciation and Speaking (Page 66 & 67)**

**I. OBJECTIVES**

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

**1.1. Language knowledge and skills**

- practice sound /i:/

- talk about *dreams and dream jobs*.

**1.2. Competences**

- improve communication, collaboration, critical thinking and creativity.

**1.3. Attributes**

- know more about the jobs around them and talk about their dream jobs and the other jobs.

**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** |
| - Ask Ss. to discuss.  - Check the answer and give feedback.  - Have Ss cross out the option that has different sound.  - Check the answer and give feedback.  - Have Ss practice in pairs.  - Have Ss complete the survey for themselves.  - Have some pairs demonstrate activity in front of the class.  - Have pairs ask and answer about their classmate’s dream. | - Ss’ sharings.  - Ss’ notes.  - Ss’ answers.  - Ss’ answers  - Ss’ answers.  - Ss’ findings.  - Ss’ presentation.  - Ss’ answers. | - T’s observation.  - T’s feedback/Peers’ feedback.  - T’s feedback/Peers’ feedback.  - T’s feedback/Peers’ feedback.  - T’s observation.  - T’s observation.  - T’s feedback/Peers’ feedback.  - T’s observation. |

**IV. PROCEDURES**

**A. Warm up: (5’)**

**a) Objective:** To 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:** Talk about their favorite celebrities (actors, vloggers, musicians).

**c) Expected outcomes:** Ss can have conversations about the authentic celebrities.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **c. In pairs: Talk about the favorite actors, vloggers and musicians.**   * **Option 1:**   - Write on the board the following jobs:   * *Actors* * *Vloggers* * *Musicians*   - Ask Ss. discuss their favorite actors, vloggers and musicians in pair.  - Call Ss. to check and give feedback.   * **Option 2:**   - Write each of the following jobs: *actors, vloggers, musician* on some sheets of paper, ask Ss. to choose the sheets of paper randomly, then have Ss. talk about their favorite person who is working in that position (in pairs)  - Call Ss. to check and give feedback. | .  - Pay attention to the board.  - Discuss.  - Listen and take note.  - Work in pairs.  - Listen (speak) and take notes. |

**B. New lesson (35’)**

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

**a) Objective:** Talking about their dream jobs and pronounce sound /i:/ correctly.

**b) Content:** Focus on pronunciation /i:/ and practice speaking skills.

**c) Expected outcomes:** Ss. pronounce sound /i:/ correctly in the conversation about their dream jobs.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Tasks a + b. Focus on the sound /i:/ and listen to the words and focus on the underlined letters.**  - Play the recording (CD1, track 17) (using DCR). Ask Ss to listen and notice in the underlined letters.  - Play the recording again, have Ss listen and repeat  **Tasks c + d. Listen and cross out the one with the different sound and read the words to a partner using the sound noted in task a.**  - Play the recording (CD 1 – Track 18) (using DCR), have Ss listen and cross out the option that has the different sound.  - Call Ss to give answers.  - Play the recording again and check answers as a whole class.  - Then have Ss practice saying the examples with a partner, using the pronunciation feature.  - Call some Ss to read the words and give feedback. | - Listen.  - Listen again and repeat.  **Answer**    - Listen and cross out.  - Give answers  - Listen again and check  **Answer**    - Work in pairs.  - Present. |

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

**a) Objective:** Students can talk their dream jobs and the reasons for their choosing choices.

**b) Content:** Practice & Speaking (SB, page 67)

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

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **PRACTICE**  **Task a. Practice the conversation. Swap the roles and repeat:**  - Use DCR to show the task.  - Demonstrate the activity by practice the role-play with a student.  - Have pairs practice the conversation.  - Have Ss pay attention to intonation, pronunciation and the time expressions  - Have some pairs demonstrate the activity in front of the class.  **Task b. Make two more conversations using the ideas on the right.**  - Have pairs make two more conversations using the ideas on the right.  - Revise the pronouns (if necessary)  - Have some pairs demonstrate the activity in front of the class.  **SPEAKING: What is your dream job?**  **Task a. You are doing a survey what teens want to do in the future. Fill in the survey for yourself. In fours: Ask three friends what their dreams are and why. Then, complete the table**  - Use DCR to show the task.  - Demonstrate the activity by practicing the activity with a student.  - Have Ss complete the survey for themselves.  - Divide the class into groups of 4.  - Have Ss ask and answer to complete the survey with their partners.  - Observe, give help if necessary.  - Have some pairs demonstrate the activity in front of the class. | - Observe, listen.  - Listen.  - Work in pairs.  - Listen.  - Present.  - Work in pairs.  - Listen and take note.  - Present.  - Observe.  - Listen.  - Do the task.  - Work in group.  - Ask and answer in group.  - Do the task.  - Present. |

* **Activity 3: Production (5’)**

**a) Objective:** Students report to the class about the survey results.

**b) Content:** Answer: Who has the healthiest lifestyle?

**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: What is your dream job?**  **Task b. Join a student from another group. Ask about their group’s dreams.**  **Answer the question:** What is your group dream?  - Have Ss join one student from another group.  - Have pairs ask and answer about their classmates’ dreams.  - Give feedback and evaluate.  **Task c. What do you think is the most popular dream for young people? Why?**  - Demonstrate the activity by answering the question.  - Elicit the ideas from students by asking their opinion and write key words on the board, and remind Ss that they can use the key words on the board for their discussion.  - Have pairs discuss what they think is the most popular dream for young people and why.  - Have some pairs share their ideas with the class, listen and give feedback. | - Join another group.  - Ask and answer  - Listen.  - Observe.  - State the ideas.  - Work in pairs.  - Present or listen then take note. |

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

**\* Consolidation:**

- sound /i:/, possessive pronouns.

**\* Homework:**

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

- Prepare: Unit 7 - Lesson 2 – New words and reading (page 68 & 69 – SB).

- Play the consolidation games in Tiếng Anh 8 i-Learn Smart World DHA App on [www.eduhome.com.vn](http://www.eduhome.com.vn)

**V. 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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