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

**UNIT 6: EDUCATION**

**Lesson 1.3 – Pronunciation and Speaking (page 46)**

**I. OBJECTIVES**

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

**1.1. Language knowledge and skills**

- distinguish and use sound changes of “…*have to*…” correctly.

- give thanks and decline an invitation.

- make plans.

**1.2. Competences**

- improve listening and speaking skills.

**1.3. Attributes**

- be responsible for school work and housework.

- 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.

**III. ASSESSMENT EVIDENCE**

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| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - Listen to the sound changes of the underlined words. | **-** 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 sound changes noted in “a” with a partner. | **-** Ss’ performance. | - T’s feedback/Peers’ feedback. |
| - Ask and answer. | **-** Ss’ performance. | - T’s feedback/Peers’ feedback. |
| - Practice with your own ideas. | **-** Ss’ performance. | - T’s feedback/Peers’ feedback. |
| - Make plans with your classmate. In pairs: Student B, turn to page 119, File 4. Student A, write the activities you want to do and invite Student B to join you. Swap roles and repeat. Student A, turn to page 120, File 5 Did you draw your partner’s kitchen correctly? | - Ss’ performance /  Presentation. | - T’s observation, T’s feedback/Peers’ feedback. |
| - Decide a time to meet. | - Ss’ 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: *have to* / Review vocabularies about school tasks.

**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:**   - Have Ss close all books.  - Show 4 sentences with a blank inside each.  - Have Ss read these uncompleted sentences and think of a word / phrase that can be filled in all 4 sentences.  - Call Ss to give answers.  - Give feedback and show correct answer.  - Lead to the new lesson: The sound changes in “***have to***”.  **\*Suggested sentences**:  *1. I \_\_\_\_\_do my essay.*  *2. I \_\_\_\_\_give a presentation tomorrow.*  *3. I \_\_\_\_\_do my math homework tonight.*  *4. I \_\_\_\_\_write a book review next week*.   * **Option 2: Review vocabularies about school tasks**   - Have Ss close all books.  - Give Ss 6 sets of words. Each set contains 3 to 4 subordinating words.  - Have Ss use the words given to guess key words.  - Call Ss to give answers.  - Give feedback.  - Lead to the new lesson.  **\*Illustration:**  *1. mid-term, multiple choice, speaking*  *2. characters, author, plot*  *3. speech, confidence, body language*  *4. team work, deadline, meeting*  *5. literature, paragraph, thesis statement*  *6. math, extra exercises, after school* | - Work in pairs, then give answers.  **Answer keys**  **The missing word / phrase:** *have to*  - Close books.  - Work in groups of 3-4 and guess key words.  **Answer keys**  *1. mid-term, multiple choice, speaking:* ***TEST***  *2. characters, author, plot:* ***BOOK REVIEW***  *3. speech, confidence, body language:* ***PRESENTATION***  *4. team work, deadline, meeting:* ***PROJECT***  *5. literature, paragraph, thesis statement:* ***ESSAY***  *6. math, extra exercises, after school:* ***HOMEWORK*** |

**B. New lesson (35’)**

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

**a) Objective:** Introduce sound changes of “*have to*”.

**b) Content:**

**-** recognize sound changes of “*have to*”.

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

- practice.

**c) Expected outcomes:** Ss distinguish and use sound changes of “*have to*” correctly in their speaking.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task a + b. Listen to the sound changes and focus on the underlined words.**  - Play the recording (CD1, track 62).  - Ask Ss to listen and focus on the sound changes of the underlined words.  - Play the recording again, have Ss listen and repeat with a focus on the pronunciation feature.  **Task c + d. Listen and cross out the sentence that doesn’t follow the note in “a”.**  - Play the recording (CD 1 – Track 63), 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 give thanks and decline an invitation.

**b) Content:**

- Ask and answer, then practice with your own ideas.

- Make plans with your classmate. In pairs: Student B, turn to page 119, File 4. Student A, write the activities you want to do and invite Student B to join you. Swap roles and repeat. Student A, turn to page 120, File 5 Did you draw your partner’s kitchen correctly?

**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 using the example.  - Divide the class into pairs.  - Have pairs ask and answer about plans.  - Observe, give help if necessary.  - Remind Ss to give thanks and decline an invitation politely.  - Have some pairs demonstrate the activity in front of the class.  - Give feedback and evaluation.  **\* Practice with your own ideas**  - Have pairs continue practice asking and answering about making plans, using their own ideas.  - Call some pairs to share their ideas with the whole class.  - Give feedback and evaluation.  **SPEAKING: Do You Want To Go Out?**  **Task a. Make plans with your classmate. In pairs: Student B, turn to page 119, File 4. Student A, write the activities you want to do and invite Student B to join you. Swap roles and repeat. Student A, turn to page 120, File 5 Did you draw your partner’s kitchen correctly?**  - Demonstrate the activity by practicing the example with a student.  - Have Ss work in pairs:Student B, turn to page 119, File 4. Student A, write the activities he / she wants to do and invite Student B to join him / her.  - Have Ss swap the roles and repeat.  - Observe, give help if necessary. | - Observe, listen.  - Work in pairs.  - Present.  **Suggested conversation**    - Work in pairs.  - Present.  - Observe and listen.  - Work in pairs.  - Swap roles and repeat. |

* **Activity 3: Production (5’)**

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

**b) Content:**  Decide a time to meet.

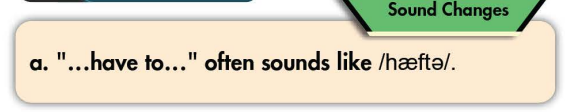
**c) Expected outcomes:** Ss produce the new language successfully in everyday speaking and writing.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **SPEAKING: Do You Want To Go Out?**  **Task b. Decide a time to meet.**  - Have pairs decide a time to meet.  - Have some pairs share their ideas with the class.  - Give feedback and evaluation. | - Give answers.  - Present.  - Listen. |

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

**\* Consolidation:** Sound changes of “*have to*”



**\* Homework:**

- Practice: sound changes of “*have to*”.

- Prepare: Unit 6 - Lesson 2 – New words and Reading (page 47 – SB).

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

(pages 36 & 37).

- 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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