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

**UNIT 4: COMMUNITY SERVICES**

**Lesson 1.3 – Pronunciation and Speaking (Page 30)**

**I. OBJECTIVES**

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

**1.1. Language knowledge and skills**

- put stress on the first word in compound nouns.

- ask and answer about charity event (types, activities, names, etc.).

- plan a charity event for community.

**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 words. | **-** Ss’ performance and answers. | - T’s observation. |
| **-** Listen and cross out the word that doesn’t follow the note in “a”. | **-** Ss’ performance and answers. | - T’s feedback/Peers’ feedback. |
| - Read the words with the correct stress to 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. |
| - Practice with your own ideas. | **-** Ss’ performance. | - T’s feedback/Peers’ feedback. |
| - Plan a charity event for your community. Discuss and decide who to help, plan the event and complete the poster. | - 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 words/ phrases about charity and fund raising events.

**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: Word Dictation**   - Prepare sound files of some phrases about charity and fund raising event.  - Play the files, have Ss listen and write down the phrases they can hear on the board.  - Check Ss’ answers.  - Have Ss tell the meaning and read the phrases again  - Correct Ss’s pronunciation if necessary.  - **Suggested phrases**: *craft fair, fun run, art show, talent show, bake sale, car wash, book sale, ...*  - Lead to the new lesson.   * **Option 2: Charity events and slogans**   - Have Ss look at the pictures of some charity events, discuss and say the right slogan for each picture.    - Call Ss to read answers.  - Give feedback.  - Lead to the new lesson. | - Listen and write down.  - Listen and check.  - Tell the meaning and read the phrases again.  - Work in pairs, then give answers.  **Answer keys**    ***1. “Read and Help”***  ***2. “Paint for the Poor”***  ***3. “Run for Fun”***  ***4. “Bake Sale for Children’s Day***  ***5. “Bubble Time for Charity”***  ***6. “Sing for Children”***  ***7. “Help your Community”***  - Give answers.  - Listen. |

**B. New lesson (35’)**

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

**a) Objective:** Introduce: Stress the first word in compound nouns.

**b) Content:**

**-** recognize compound nounsandknow how to put stress oncompound nouns.

**-** listen and check, find mistakes.

- practice.

**c) Expected outcomes:** Ss distinguish and put stress on the first word in compound nouns 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 words.**  - Briefly explain compound nouns and give some examples using DCR.  - Play the recording (CD1, track 38).  - Ask Ss to listen and focus on 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 word that doesn’t follow the note in “a”, then read the words with the correct stress to a partner.**  - Play the recording (CD 1 – Track 39), have Ss listen and cross out the option that doesn’t follow the sound feature in “a”.  - Call Ss to give answers.  - Play the recording again and check answers as a whole class using DCR.  - Then have Ss practice saying the examples with a partner, using the correct stress feature.  - Call some Ss to read the words in front of the class.  - Ask Ss to find some more compound nouns and practice putting stress on them.  - Give feedback and evaluation. | - Listen, take notes.  - Listen again and repeat.  - Listen again and cross out the option that doesn’t follow the sound feature in “a”.  - 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 charity event.

**b) Content:**

- Ask and answer using the questions and the prompts.

- Plan a charity event for your community. Discuss and decide who to help, plan the event and complete the poster.

**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:** **Ask and answer using the questions and the prompts.**  - Demonstrate the activity by asking and answering with a student.  - Have pairs ask and answer using the questions and the prompts.  - Remind Ss to put stress on the first word in compound nouns.  - 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: Charity for the Community**  **Task a. You're planning a charity event for your community. In threes: Discuss and decide who you want to help, then plan your event and complete the poster.**  - Divide the class into groups of 3.  - Have students discuss who they want to help and plan their events together.  - Have students complete the posters.  - Observe, give help if necessary. | - Observe, listen.  - Work in pairs.  - Present.  - Practice the conversation with their own ideas. Swap roles.  - Present.  - Work in groups of 3.  - Complete the posters. |

* **Activity 3: Production (5’)**

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

**b) Content:**  Share their answers with the class.

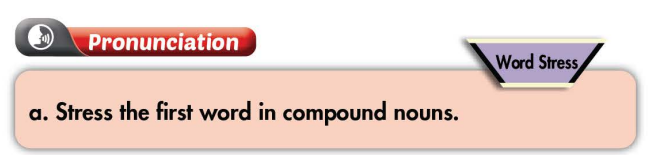
**c) Expected outcomes:** Ss produce the new language successfully in everyday speaking and writing.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **SPEAKING: Charity for the Community**  **Task b. Share with the class.**  - Have some Ss share their plan of the charity event with the class.  - Give feedback and evaluation. | - Present.  - Listen. |

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

**\* Consolidation:**



**\* Homework:**

- Practice putting stress on compound nouns.

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

- Prepare: Unit 4 - Lesson 2 – New words and Listening (page 31 – SB).

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

(pages 22 & 23).

- 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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