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

**UNIT 2: HEALTH**

**Lesson 1.3 – Pronunciation and Speaking (Page 14)**

**I. OBJECTIVES**

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

**1.1. Language knowledge and skills**

- use intonation for Wh-questions correctly.

- ask and answer about how much people do something for a healthy lifestyle, using indefinite quantifiers.

- conduct a survey about healthy lifestyles.

**1.2. Competences**

- improve listening and speaking skills.

**1.3. Attributes**

- lead a healthy lifestyle and give up bad ones.

**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 questions and notice how the intonation falls.  **-** Listen and cross out the sentence doesn’t follow the note: intonation for Wh- questions falls.  - Read the questions with the rising intonation to a partner.  - Ask and answer about how much people do something for a healthy lifestyle, using indefinite quantifiers.  - Complete the survey about healthy lifestyles for themselves, then ask 2 more friends about theirs, then write score. | **-** Ss’ performance and answers.  - Ss’ answers.  **-** Ss’ performance.  **-** Ss’ performance.  - Ss’ performance /  Presentation. | - T’s observation.  - T’s feedback/Peers’ feedback.  - T’s feedback/Peers’ feedback.  - T’s feedback/Peers’ feedback.  - 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 Wh- questions.

**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: Rearranging**   - Have Ss work in pairs, rearrange the words given to make meaningful questions.  *1. much / you / every week / do / How / fast food / eat?*  *2. exercise / do / do / everyday / you / much / How?*  *3. water / How / do / drink / much / every day / you?*  *4. How / you / get / much / do / sleep / every night?*  - Call Ss to read answers.  - Give feedback.  - Introduce intonation of Wh-questions.  À Lead to the new lesson.   * **Option 2: Question words**   - Divide class into 2 groups. Group 1: say a question word. Group 2: make a sentence with that question word  - Example: Group 1: When à Group 2: When do you go to school?  - T can change the role: Group 2 gives a question word and group 1 makes a sentence  - Introduce intonation of Wh-questions  àLead to the new lesson. | - Work in pairs, then give answers.  **Answer keys**  *1. How much fast food do you eat every week?*  *2. How much exercise do you do every day?*  *3. How much water do you drink every day?*  *4. How much sleep do you get every night?*  - Take part in the class’s activity.  - Listen. |

**B. New lesson (35’)**

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

**a) Objective:** Introduce intonation for Wh-questions.

**b) Content:**

**-** recognize the intonation for Wh-questions.

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

- practice.

**c) Expected outcomes:** Ss distinguish and use intonation for Wh-questions correctly in their speaking.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task a + b. Listen to the sentence and notice how the intonation falls.**  - Play the recording (CD1, track 15) (using DCR).  - Ask Ss to listen and notice how the intonation falls.  - Play the recording again, have Ss listen and repeat with a focus on the pronunciation feature.  **Task c + d. Listen and cross out the question that doesn’t follow the sound feature, then read the questions with the falling intonation to a partner.**  - Play the recording (CD 1 – Track 16) (using DCR), 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.  - Then have Ss practice saying the examples with a partner, using the pronunciation feature.  - Call some Ss to read questions in front of the class.  - Ask Ss to make some more wh-questions and practice reading them with falling tone. | - Listen.  - Listen again and repeat.  - Listen and cross out  - Give answers  - Listen again and check  **Answer keys**    - Work in pairs.  - Present.  - Give answers. |

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

**a) Objective:** Students can talk about how much they do something for a healthy lifestyle, using indefinite quantifiers.

**b) Content:**

- ask and answer about how much they do something for a healthy lifestyle, using indefinite quantifiers.

- do a survey about healthy lifestyle, fill in the survey for yourself, then ask 2 friends about their lifestyles, write scores.

**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**  - Use DCR to show the task.  - Demonstrate the activity by asking and answering with a student.  - Have pairs ask and answer, using the pictures.  - Have Ss pay attention to the time expressions and the indefinite quantifiers in the box.  - Have some pairs demonstrate the activity in front of the class.  **SPEAKING: Who Has the Healthiest Lifestyle?**  **Task a. You’re doing a survey about healthy lifestyles. In threes: Fill in the survey for yourself, then ask two friends about theirs. For each (+) answer, add points, for each (-) answer, subtract points.**  - Use DCR to show the task.  - Demonstrate the activity by practicing the activity with a student.  - Divide the class into groups of 3.  - Have Ss complete the survey for themselves.  - Have Ss ask and answer to complete the survey with their partners.  - Observe, give help if necessary. | - Observe, listen.  - Work in pairs.  - Present.  - Observe and listen.  - Work in groups of 3.  - Complete the survey. |

* **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: Who has the healthiest lifestyle**?  **Task b. Answer the question:** Who has the healthiest lifestyle?  - Have Ss discuss who has the healthiest lifestyle in their group.  - Have some Ss share their findings with the class (scores included).  - Give feedback and evaluation. | - Discuss.  - Present.  - Listen. |

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

**\* Consolidation:**

- Intonation falls for Wh-questions.

**\* Homework:**

- Make 2 Wh-questions, then practice reading them.

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

- Prepare: Unit 2 - Lesson 2 – New words and Listening (page 15 – SB).

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

(pages 10 & 11).

- 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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